



Submission to
Parliament of Australia
Standing Committee on Education and Training

Inquiry into school libraries and teacher librarians in Australian schools

***Higher education imperatives
relating to the roles, resourcing and adequacy of
school libraries and teacher librarians
in Australian schools***

Queensland University of Technology
Faculty of Education

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Submission presented on behalf of:

Professor Wendy Patton

Executive Dean, Faculty of Education

Professor Annette Paterson

Head of School of Cultural and Language Studies, Faculty of Education

Professor Kerry Mallan

Researcher, previous Coordinator of Diploma of Education (Teacher-Librarianship)

Dr Hilary Hughes,

Course Coordinator/Lecturer, Master of Education (Teacher-Librarianship)

Dr Mandy Lupton

Unit Coordinator/Lecturer, Master of Education (Teacher-Librarianship)

Ms Raylee Elliott Burns

Unit Coordinator/Lecturer, previous Coordinator of Master of Learning Innovation (Teacher-Librarianship)

Dr Michael Dezuanni

Unit Coordinator/Lecturer of Master of Education (Teacher-Librarianship)

Dr Erica Hateley

Unit Coordinator/Lecturer of Master of Education (Teacher-Librarianship)

Students of the Master of Education (Teacher-Librarianship)

Associate Professor Helen Partridge

Course Coordinator/Lecturer of Master of Information Technology (Library and Information Studies)

Queensland University of Technology, Brisbane

Contact:

Dr Hilary Hughes

Coordinator, Master of Education (Teacher-Librarianship)

School of Cultural and Language Studies

Faculty of Education

Queensland University of Technology

Victoria Park Road

Kelvin Grove Q4059

Inquiry into school libraries and teacher librarians in Australian schools

Terms of reference:

*To inquire into and report on the **role, adequacy and resourcing** of school libraries and teacher librarians in Australia's public and private schools. Specifically, the committee should focus on:*

- *the impact of recent policies and investments on school libraries and their activities;*
- *the future potential of school libraries and librarians to contribute to improved educational and community outcomes, especially literacy;*
- *the factors influencing recruitment and development of school librarians;*
- *the role of different levels of government and local communities and other institutions in partnering with and supporting school librarians; and*
- *the impact and potential of digital technologies to enhance and support the roles of school libraries and librarians.*

Table A: Overview of submission: Terms of reference, key issues and recommendations

Inquiry Terms of reference	Key issues discussed in this submission	page	Recommendations
The impact of recent policies and investments on school libraries and their activities	Inequities and significant resourcing needs	8	<i>Require tertiary qualification in teacher-librarianship, or dual teaching and librarianship qualifications, for professional appointments to school libraries;</i>
The future potential of school libraries and librarians to contribute to improved educational and community outcomes, especially literacy	Characteristics of excellent school libraries and teacher-librarians	6	<i>Incorporate statements in national educational policy documentation acknowledging the value and potential of Australian school libraries in the achievement of educational imperatives and in the promotion of social and economic well being</i>
	Professional standards and research	7	
	A case study of contemporary school libraries and teacher-librarians	8	
The factors influencing recruitment and development of school librarians	Characteristics of excellent school libraries and teacher-librarians	6	<i>Allocate funding for the staffing of all school libraries with specialist, qualified teacher-librarians via budgets directed to professional educator staffing schedules in schools;</i> <i>Fund course places in post-graduate courses to qualify educators as teacher-librarians to enhance quality school library access, staffing and resourcing for learners and school communities Australia-wide;</i> <i>Address the current TL shortfall, through an accelerated, time-limited, scholarship funded project for the qualification of teacher-librarians in accredited degree programs.</i>
	Teacher-librarian education needs and rapidly changing Technologies	9 10	
	Recruitment and development of Teacher-librarians	11	
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	Research – QUT and elsewhere	7 13	
Partnering government and local communities with school libraries & librarians the role of different levels of government and local communities and other institutions in partnering with and supporting school librarians	Partnerships between the academic teaching team and teacher-librarian practitioners and professional associations	13	
The impact and potential of digital technologies to enhance and support the roles of school libraries and librarians	Digital Technologies: Potential and needs	10	<i>Commit to principles of equity in the development of national infrastructure for access to digital/online materials and services for teachers, learners and the communities of schools;</i> <i>Provide substantive funding and infrastructure support for ongoing aspects of the national broadband network as an investment in learners, teachers and the communities of schools.</i>
	Teacher-librarian education needs and rapidly changing technologies	10	

Introduction

The QUT Education Faculty, teaching team and students of the Master of Education (Teacher-Librarianship) and of the Master of Information Technology (Information Studies) congratulate the Federal Minister for Education on commissioning the *Inquiry into school libraries and teacher librarians in Australian schools*. The Inquiry is significant and timely in the context of recent Australian federal government financial investment in the building of school libraries through the Building the Education Revolution. This initiative recognises that school libraries are important sites of student learning and consequently, that the material resourcing, personnel staffing and ongoing viability of school libraries is also of concern for schools, learners and allied communities, as well as for national funding authorities. The commitment to substantial infrastructure of the BER, and curriculum and learning foundations established through the *Shape of the Australian Curriculum* offers an impetus to encourage continuing initiatives to support and enrich equitable staff resourcing, learning materials resourcing, and the customised designing of physical and digital spaces of learning in schools through school libraries. The signatories of this submission propose that this is an investment worth growing.

This submission acknowledges the many submissions to the Inquiry by teacher-librarian practitioners and professional associations¹, which reflect both richly varied practice and resourcing needs in school libraries around Australia. In responding to the Inquiry's terms of reference this submission concentrates on **higher education imperatives** associated with preparing professional teacher-librarians to lead and develop school libraries that promote social and economic well-being through educational excellence.

This submission addresses the Inquiry's terms of reference, as indicated on the previous page. It considers the essential **roles** of school libraries and teacher-librarians, the need for **well resourced** school libraries and recommendations to address current **limitations in adequacy of** school libraries and teacher-librarians in Australia.

To this end, the submission is organised in five sections, as follows:

1. Roles of school libraries and teacher-librarians.
Includes Characteristics of excellence relating to the roles of school libraries and professional teacher librarians
2. Adequacy of resourcing of school libraries and teacher-librarians: Overview of the current situation
3. Resourcing school libraries and teacher-librarians: Implications for higher education
Includes an overview of QUT's Master of Education (Teacher-Librarianship) as one model of professional education for teacher-librarians that responds to identified standards of excellence
4. Summary and recommendations
5. Closing remarks: From the students' perspective

¹ including the Australian School Library Association (ASLA), School Library Association of Queensland (SLAQ) and Australian School Library Association (ALIA) and Children's Book Council of Australia (CBCA).

1. Roles of school libraries and teacher-librarians

School libraries are about the future, they are about the development of knowledge and knowing young people; young people who have the ability to read the word and the world, and who can live their lives as thinking, informed, knowledgeable and productive citizens of an increasingly connected world (Todd, 2006, p. 1)

The library is the only centralized location where new and emerging information technologies can be combined with traditional knowledge resources in a user-focused, service-rich environment that supports today's social and educational patterns of learning, teaching and research (Freeman, 2007, p. 370)

Characteristics of excellent school libraries and teacher-librarians

School libraries and teacher-librarians can play vital and varied roles in supporting the educational and social goals of their school communities. They support learning, enabling students to flourish in information-rich environments (physical and digital). By connecting students with literature and popular culture they foster children's literacy and creativity, as well their cognitive, social, and emotional development.

The following Table B indicates their potential contribution by summarising characteristics of excellent school libraries and teacher-librarians, as identified by research and relevant professional associations.

Table B: Characteristics of excellent school libraries and teacher-librarians

School libraries	Teacher-Librarians
<p><i>Exemplary school libraries offer equitable access for students and teachers to:</i></p> <ul style="list-style-type: none">• Specialist educators to support and develop learner capacities for physical and intellectual access to information – in diverse modes and media - for the use and creation of information by learners and teachers;• Learning program support which generates a spirit of enquiry, which develops literacy across multiple media and fosters, collaborative and independent learning processes;• Evaluated collections and sources of information in multiple print, visual and digital/online modes and formats for learning and teaching;• A wide, current range of literature for children and young people, integrated into curriculum and learning programs and promoted to support both literacy and lifelong reading for pleasure;• Customised, purpose-designed learning spaces with the physical, social and digital/online dimensions to enable learners and teachers to engage in independent, collaborative and creative learning	<p><i>Exemplary professional practice involves teacher-librarians who are:</i></p> <ul style="list-style-type: none">• Specialist educators with dual qualifications in both teaching and librarianship; ideally they hold an accredited post-graduate qualifications in teacher-librarianship;• Reflective practitioners informed by international research, national and local curriculum imperatives and contemporary pedagogical approaches;• Proactive and collaborative practitioners in inquiry-based learning, program design and implementation;• Leaders in literacy and literature learning programs – including digital/online experiences and literature for children and young people;• Experts in information literacy (and digital literacy), promoting critical, ethical and creative use of information (in all its forms) for learning;• Advocates for literacy learning within the communities allied to schools;• Resource and information managers concerned with the evaluation, selection, organisation and use of learning resources

experiences and relationships;	in multiple formats, particularly digital / online sources within and beyond the school; <ul style="list-style-type: none"> • Advocates for wide, collaborative professional networks and the ongoing nurturing of their own and others' professional learning.
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Reference sources

ALIA-ASLA-ECU (2010) Australian school libraries research project.

<http://www.chs.ecu.edu.au/portals/ASLRP/publications.php>

Hay, Lyn. 2005. *Student learning through Australian school libraries Part 1: A statistical analysis of student perceptions*. Viewed 4 April 2010. Wagga Wagga, Charles Sturt University.

<http://www.slav.schools.net.au/synergy/vol3num2/hay.pdf>

Kuhlthau, C. (2010). Guided Enquiry: school libraries in the 21st century. *School Libraries Worldwide*, 16 (1), 1-12.

Learning for the Future: developing information services in schools. 2003. 2nd Edition. Sydney, Curriculum Corporation

Lonsdale, M. (2003). *Impact of school libraries on student achievement: a review of the research. Report for the Australian School Library Association*. Camberwell, Victoria: Australian Council for Educational Research.

Policy Statements of:

[Australian School Library Association](#) (ASLA)

[Australian Library and Information Association](#) (ALIA),

[American Association of School Librarians](#) (AASL)

- ALIA/ASLA *Statement on teacher librarians* (2009)
- ALIA/ASLA *Policy on library and information services in schools* (2009)
- ALIA/ASLA *Policy on teacher librarian qualifications* (2009)
- ALIA/ASLA *Standards of Professional Excellence for Teacher-Librarians* (2004)
- ASLA *Policy on information literacy* (1994 & 2009)
- ASLA *Resource based learning* (1994 & 2009)
- *Statement on guided inquiry and curriculum* (2009)
- ALIA *Statement on information literacy for all Australians*
- AASL *Standards for the 21st-Century Learner*

International Meeting of Information Literacy Experts (2003). *The Prague Declaration: Towards an information literate society*. Retrieved February 26, 2005 from

http://www.infolit.org/International_Conference/PragueDeclaration.doc

National Forum on Information Literacy (NFIL) (2005). *Beacons of the Information Society: The Alexandria proclamation on information literacy and lifelong learning*.

<http://www.ifla.org/III/wsis/BeaconInfSoc.html>

Digital Technologies: Potential and needs

School libraries can be described as an equity provision *in schools and for the extended communities of schools* [Inquiry Terms of Reference]. In spite of a significant uptake of digital and online technologies across the Australian population, reliable access to information online is not a feature in the homes of all Australian children. The QUT Performing Hybridity study (2002) identified the significant *impact and potential of digital technologies to enhance and support the*

roles of school libraries and librarians [Inquiry Terms of Reference]. This study noted that effective, timely and appropriate integration of digital and online technologies into the learning opportunities of Australian children as a significant challenge for educators and for funding authorities.

Recent studies (Barron et al, 2010) indicate that learner confidence, capacity and creative production using digital online materials is influenced by factors such home access, non-home network size, breadth and depth of creative and generative experiences across school and home environments. Such learning experiences can be fostered through equitable access to evaluated online resources supported by educators undertaking guided enquiry pedagogical approaches (Kuhlthau, 2010).

School libraries are well placed as locales of equitable access to diverse, evaluated, digital and online sources and teacher-librarians in partnership with teaching colleagues and the learning communities of schools are well placed to stimulate student learning potential through guided enquiry pedagogical approaches, most particularly in this burgeoning digital/online learning world.

2. Adequacy of resourcing of school libraries and teacher-librarians: Overview of the current situation

There are significant discrepancies between the potential roles of school libraries and teacher-librarians (as outlined in Table A above) and the current situation in many Australian schools.

Inequities and significant resourcing needs

Research and other submissions to this Inquiry indicate inequities and significant resourcing needs associated with:

- Inconsistent provision of school libraries and appointment of teacher-librarians, from one school to the next across Australia
- Poorly resourced school libraries, often without specialist, professionally qualified teacher-librarians
- Potential contribution of teacher-librarians within many schools not fully realised, due to other teaching and administrative commitments required of them
- School libraries with limited access to online environments
- Lack of specialist teacher-librarians to support the development of effective, critical, ethical and creative use of information and information technologies, and to ensure safe and productive engagement in the online environments (ie. information literacy, digital literacy)

The following case study, compiled by current Master of Education (Teacher-Librarianship) students from different parts of Australia, provides a real-life perspective on the current situation.

A case study of contemporary school libraries and teacher-librarians

CLN646 Learning Hubs, one of the units in QUT's Master of Education (Teacher-Librarianship) deals specifically with the role of the teacher-librarian and of the school library. Students undertaking the unit are qualified, experienced, teachers who are re-training to become teacher librarians. As part of the unit assessment they are required to write a case study of practice at a school library, and compare and contrast this practice with professional and scholarly literature on the role of the TL and school library. An analysis of a sample (N=25) of the 2010 case studies presented by the MEd (TL) students (used by permission) reveals a wide range of roles and responsibilities. In this sample it was clear that there are a range of factors that result in best-

practice. These factors include support from the school community, adequate resourcing, opportunities to demonstrate leadership in the school and encouragement to design and deliver innovative curriculum and support activities. Schools that do not provide these factors created barriers for best-practice for TLs and school libraries. The best-practice perspective as evidenced in the case studies is presented below.

Best-practice TLs are well-supported in their school community. Support comes from senior management, staff, students and parents. It is formalised through school policy documents and communication with the school community (website, prospectus, newsletter) including the mission of the library and the role of the TL. This support is led by the Principal. An important indicator of this support is evidenced by the structure of the school timetable which allows the TL to attend curriculum planning sessions, and allows co-teaching between class teachers and the TL. In primary schools where this support is not provided, the TL is required to take “non-contact time” / “release from face-to-face” time, which does not allow the TL to interact with the class teacher. In these instances (contrary to best-practice), the class teacher and the TL run parallel rather than integrated programs.

Best-practice TLs and school libraries are well-resourced. There is an adequate and transparent budget that allows the TL and library to support the curriculum and students’ leisure activities with a range of physical and virtual resources. Sufficient technical staff are provided for management of the collection and ICT resources. Sufficient qualified TLs are provided at a ratio to school population that is consistent with benchmarking across the sector. School libraries are provided that are of adequate size, with comfortable, colourful and welcoming environments. School timetables are structured to allow integrated curriculum and co-teaching.

Best-practice TLs are given opportunities to demonstrate leadership within the school and profession. They take on formal curriculum roles (e.g. head of curriculum), and are accorded leadership status by being part of the school leadership team. They are members of influential school committees such as the IT committee. They provide professional development to staff in the development of literacies (reading literacy, information literacy, ICT literacy) and pedagogy (web-based learning, inquiry learning, guided inquiry). They are encouraged and supported to attend continuing professional development activities to improve their personal knowledge and skills.

Best-practice TLs are encouraged to design and deliver innovative curriculum and support activities. They advocate and adopt contemporary pedagogies such as inquiry-based learning and information literacy. They promote the fluent use of ICTs including creatively using Web 2.0 tools to support the use of information and creation of new knowledge. They provide support activities such as the promotion of reading through reading challenges, reading circles, book clubs and author visits.

3. Resourcing school libraries and teacher-librarians: Implications for higher education

The inequities and needs outlined above indicate significant implications for higher education. There is an evident shortage of qualified teacher-librarians to ensure that Australian students gain the educational and social benefits of (a) a well resourced school library and (b) support in using information resources and technologies safely and productively in their learning. In addition, the following study conducted by QUT researchers identified the need for education and inter-agency

partnerships to ensure the development of professional teacher-librarians to meet the challenges of learning with rapidly changing technologies.

Teacher-librarian education needs and rapidly changing technologies

The study *Performing Hybridity: Impacts of new technologies on the roles of teacher-librarians* (Mallan, Lundin, Elliott Burns, Massey & Russell, 2002) was undertaken with Principals and teacher-librarians in 30 Queensland schools and examined the impacts of new technologies on the schools and on the roles of teacher-librarians. The recommendations made in the study focus particularly on information and learning technologies. These recommendations remain current as an example of the ongoing significance of school libraries in the learning lives of Australian students and educators and as an indicator of the potential in relationships among *levels of government, local communities and other institutions in partnering with and supporting school librarians* [Inquiry terms of reference].

The *Performing Hybridity* report research informed the following selected recommendations:

- That tertiary institutions which offer accredited courses in teacher-librarianship frequently review their programs to ascertain their relevance and appropriateness for developing course-students' knowledge and skills in areas of new technologies;
- That education authorities, both government and non-government in consultation with school library associations and practising teacher-librarians, review and redefine the roles of teacher-librarians in the light of current expectations associated with new technologies;
- That professional teacher-librarianship associations continue to offer professional development opportunities that focus on the evolving nature of new technologies and school library information services;
- That the involvement of teacher-librarians in developing policies related to learning technologies be given high priority in all schools;
- That stronger linkages be made between tertiary institutions in Australia offering teacher-librarianship courses and between these institutions and education bodies and professional associations to ensure high levels of research, policy development and service outcomes in the profession.

Local, national and international professional associations such as ASLA and its State-based branches, ALIA and IASL² have pursued professional course accreditation, professional development opportunities and collegial support for teacher-librarian members and non-members over many years. These initiatives have been significantly self-supporting, self-generating and self-funded. Participants in these activities would welcome partnerships among governments, school systems, tertiary institutions, public and wider community organisations in the shared endeavour of developing exemplary school libraries and exemplary teacher-librarians.

Recruitment and Development of Teacher-Librarians

Since the inception of teacher-librarianship (TL) qualifying courses there have been diverse pathways for educators the TL field. These include career self-selection, appointment of teachers to TL positions on completion of qualifications, appointment to TL positions contingent on enrolling in TL qualification courses, and school system sponsorship or scholarship offered to teachers enrolling in TL qualification courses.

In Queensland State Government sponsored half-course scholarships were funded for teachers in the state education system between 1975 and 1985 to enable teachers to complete a full-time six-

² Australian School Library Association (ASLA); Australian Library and Information Association (ALIA); International Association of School Libraries (IASL)

month component of the Graduate Diploma of Education (Teacher Librarianship) at Queensland University of Technology. No further sponsorship has been available to state education teachers since 1985.

Currently (2008 – 2011), Brisbane Catholic Education is funding forth (40) fee-scholarships for teachers to complete half of the Master of Education (Teacher-Librarianship) equating to 4 units of study. Brisbane Catholic Education funded nineteen (19) scholarships for teachers between 1991 and 1993, offering a 16hrs per week casual teacher payment for the six-month compulsory component of the Graduate Diploma of Education (Teacher-Librarianship) at Queensland University of Technology. This financial commitment is one indicator that the role of the teacher-librarian is valued in Brisbane Catholic Education schools and ensures that qualified teacher-librarians are available to staff Catholic system school libraries in south-east Queensland.

The employment of teacher-librarians in schools is contingent on school systems, schools and governments valuing the potential of school libraries and the TL role sufficiently to fund qualified teacher-librarian appointments in schools as part of professional educator staffing schedules. Diminishing TL numbers in schools are a result of a complex interaction of factors. These include, limited school administrator vision about the potential of school-libraries and teacher-librarians, constrained school staffing budgets, school management decisions to divert TL staffing compliments to other activities, re-direction of the TL role to provide replacement for teacher non-contact time and the consequent lessening of appeal in this diminished TL role to attract future TL practitioners.

Fewer educators qualifying as teacher-librarians results in decreasing professional appointments, increasing library technician, library aide and non-teaching librarian appointments, or the complete absence of library staff. This diminishes the opportunity for qualified educator leadership in guided enquiry programs, downgrades the evaluation, selection and access to quality, relevant information resources and limits educational and community learning outcomes.

QUT's Master of Education (Teacher-Librarianship)

Responding to the professional education needs identified by this and other submissions to the inquiry, Queensland University of Technology's Master of Education (Teacher-Librarianship) is now outlined as a model of professional education for teacher-librarians. The course addresses the findings of the *Performing hybridity* report (Mallan, Lundin, Elliott Burns, Massey & Russell, 2002) and aims to develop the characteristics of excellence outlined for school libraries and teacher-librarians in Table A above.

Queensland University of Technology (QUT) is of one of four institutions³ in Australia that provide education leading to a professional qualification for teacher-librarians. QUT has been committed to the dual qualification of school library educators since the inception of a Graduate Diploma of Education (Teacher-Librarianship) in 1975. The Master of Education (Teacher-Librarianship) was established in 2004 and continues to offer higher degree qualification aimed at preparing teacher-librarian practitioners.

Key characteristics of the Master of Education (Teacher-Librarianship) are that:

- it is dynamic and responsive to the needs of the profession (eg: in 2008 a new unit dealing with inquiry-based learning and information literacy was introduced, and in 2010 a new unit in children's literature was introduced; all other units undergo revision each year)

³ Charles Sturt University, Edith Cowan University, QUT, University of Tasmania

- its design has a sound empirical base (Mallan, Lundin, Elliott Burns, Massey& Russell, 2002) and its continuing development is informed by Australian and international research.
- it has professional accreditation from Australian Library and Information Association (ALIA)
- it responds to changing information and educational environments through innovative online pedagogy and curriculum (as outlined below)
- it promotes student engagement with contemporary school library contexts across all course units through learning, assessment and Situated Professional Practice

The course consists of eight compulsory units and a Situated Professional Practice (SPP) program, as outlined in Table C below.

Table C: QUT Master of Education (Teacher-Librarianship) course structure

Units of study	Theoretical perspectives and professional practices relating to:
CLN646 Learning Hubs	The role of school libraries in the context of the school community; ICT influences on library and information environments. The role of the teacher-librarian as educator and information professional; as teacher of multi-literacies, curriculum leader and library manager. Developing collaborative partnerships & leadership roles. Promoting equitable, ethical and effective practices. Understanding, developing and applying policies relevant to school libraries.
CLN650 Information Learning Nexus	Information sources, the nature and construction of information, social information practices. Contemporary theories of information literacy, critical and ethical and creative use of information for learning. Teaching as inquiry: evidence-based and reflective practice. Designing and implementing inquiry-based learning
CLN601 Cyberlearning	Innovative approaches for online learning. Experiencing and critiquing cyberlearning as learner and educator. Applying cyberlearning principles to authentic school library context by collaborating in the design, development and evaluation of online learning resources. Participating in an online learning community and virtual team. Reflective writing.
CLN647 Youth, popular culture and texts	Global and local cultural practices and texts (film, literature, television, music, computer games) for children and young people, Developing a critically informed and research-based understanding of cultural texts and practices relevant for youth, and applying this knowledge in critical and creative ways to a school library context. Adopting a self-reflexive approach to pedagogical/professional practices.
CLN659 Children's literature: Criticism and practice	Broad theoretical models for the analysis of children's literature. Examining issues of analysis and practice facing educators and librarians working with children's literature and implications for curriculum, resourcing, library/information services, and pedagogical practices. Integrating children's literature and promoting reading within school libraries and wider educational contexts
CLN603 Designing spaces for learning	The complex relations among space place and learning pedagogies for designing innovative, supportive spaces for learning in educational contexts. Evaluating, designing and redesigning school libraries as accessible, equitable, adaptable physical and digital/online spaces and places of learning to support learners, teachers and school communities.
INN533 Information Organisation	Principles and practices of information organisation. Examining and applying standards of metadata, resource description (cataloguing) and classification, for different user needs and contexts including school libraries. Using, developing, evaluating and managing bibliographic databases.
EDN611 Professional applications of research	Research design, review, analysis and application. Developing understanding of the process and techniques of research. Critically reading and interpreting a wide range of research studies. Supports evidence-based TL practice.

Situated Professional Practice and Portfolio	Situated Professional Practice (SPP) - professional TL learning and practice in school libraries with TL mentors. Actively exploring roles of school libraries and teacher-librarians, by participating in, evaluating and reflecting on professional practice. Students complete a minimum of 60 hours: 20 hours (min) of SPP as a compulsory, assessable component of CLN646; another 40 hours (min) over the remainder of the course. Condition of graduation: satisfactory professional portfolio documenting and reflecting on professional learning and practice throughout course & SPP.
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Partnerships

Currency and relevance of the Master of Education (Teacher-Librarianship) is ensured by active partnerships between the academic teaching team and teacher-librarian practitioners and professional associations. For example, within the last 12 months course lecturers have: actively participated in professional development activities; contributed to professional association activities, such as SLAQ council, teacher-librarian award panels; contributed to and reviewed articles for ASLA, SLAQ and ALIA professional journals; participated as a panel member for ALIA accreditation of a teacher-librarianship course. Several active teacher-librarians are employed as tutors in the course.

All MEd(TL) unit coordinators hold, or are close to completing, doctorates of relevance to teacher-librarianship, undertake significant research and participate in collaborative projects in the education and information studies fields. For example, the course coordinator is currently member of a major ALTC Priority Project led by Associate Professor Helen Partridge of QUT, which is investigating future directions for professional library and information education, including teacher-librarianship. The grant of \$219k from the ALTC, a federal research funding body, indicates the national significance of professional education in this field.

A select sample of recent publications and research and is presented in Table D below, to indicate the academic quality and relevance underpinning the Master of Education (Teacher-Librarianship).

Table D: Select sample of QUT research in teacher-librarianship and information studies

Publications include:

- Elliott Burns, R. (pending) *Designing the school library: spaces and places for learning*. Doctoral study, QUT).
- Hateley, E. (2009). *Shakespeare in children's literature: Gender and cultural capital*. New York: Routledge.
- Hughes, H. (2009). *International students using online information resources to learn*. (Doctoral study, QUT).
- Lupton, M (2008). *Information literacy and learning*. Adelaide: Auslib Press.
- Lupton, M. (2004). *The learning connection: Information literacy and the student experience*. Adelaide: Auslib Press.
- Mallan, K. (2009). *Gender dilemmas in children's fiction*. New York: Palgrave Macmillan.
- Bradford, C., Mallan, K., McCallum, R., Stephens, J. (2008) *New world orders, utopianism, and children's literature: Transforming the present*. New York: Palgrave Macmillan.
- Mallan, K., R. Lundin, R. Elliott Burns, G Massey, A. Russell. (2002). *Performing Hybridity: impact of new technologies on the role of teacher-librarians* - QUT Scholarship in the Professions Grant. Brisbane: Queensland University of Technology.

Research projects include:

Kerry Mallan:

- 2008-2010 ARC Linkage (Hearn, Foth, Bajracharya, Mallan). *Remembering the past, imagining the future: Embedding narrative and new media in urban planning.g*
- 2008 ARC LIEF (Consortium with UQ, Mallan) *AustLit: The Australian Children’s Literature Digital Resources.*
- 2006-2008 ARC Discovery (Mallan & Singh) *Growing up in networked spaces: Tech-savvy youth constructing identities and forming social relations in online and offline worlds*

Helen Partridge, Hilary Hughes:

2010 ALTC Priority project (Partridge, Hughes, et al) *Re-conceptualising and re-positioning Australian library and information science education for the twenty-first century*

Hilary Hughes, Mandy Lupton

- 2010: Teacher-librarian and public librarian connections

Relating QUT’s MEd(TL) course structure addressing Inquiry’s terms of reference

Table E below relates educational resourcing needs associated with teacher-librarian education to the Inquiry’s terms of reference and context, with the roles of school libraries and teacher-librarians; and it demonstrates how QUT’s Master of Education (Teacher-Librarianship) responds to resourcing needs associated with teacher-librarian education.

Table E: Relating Inquiry’s terms of reference and context, with the roles of school libraries and teacher-librarians, and QUT’s MEd(TL) course structure

CONTEXT		ROLES School libraries & Teacher-librarians		RESOURCING TL education
Inquiry Terms of reference	National policy / Public concerns	Research informing teaching	Focus of professional practice	MEd(TL) Units
The impact of recent policies and investments on school libraries and their activities	BER; NAPLAN Intellectual property	Elliott Burns (current)	Learning design; Facility design; Intellectual property	CLN603 Designing spaces; CLN646 Learning Hubs
The future potential of school libraries and librarians to contribute to improved educational and community outcomes, especially literacy	National Curriculum; NAPLAN; Literacy initiatives	Lupton (2004, 2008) Mallan, Lundin, Elliott Burns, et al. (2002)	Curriculum development and resourcing; Literacy; Literature; Information literacy; Inquiry based learning	CLN646 Learning Hubs; CLN650 Information-Learning Nexus; CLN659 Children’s Literature; EDN611 Professional Applications of Research
The factors influencing recruitment and development of school librarians;	This Inquiry	Partridge, Hughes et al. (current)	Roles of schools & teacher-librarians; Standards of professional knowledge and practice	All units; Situated Professional Practice
Partnering government and local communities with school libraries & librarians the role of		Hughes & Lupton (current)	National and international standards for teacher-librarians,	CLN646 Learning Hubs; CLN659 Children’s Literature; Situated Professional

different levels of government and local communities and other institutions in partnering with and supporting school librarians			literacy, information literacy; Engagement with community & public libraries	Practice
The impact and potential of digital technologies to enhance and support the roles of school libraries and librarians	DER; information-rich environment; online technologies;, internationalisation & diversity; Online safety; Internet access; IT infrastructure & support	Hughes (2009)	Digital pedagogies; Digital literacy; Design and use of online resources; Information rights & responsibilities; Online safety and security; Information selection, evaluation & organisation	CLN601 Cyberlearning; CLN647 Youth, Popular Culture & Text; INN533 Information organisation

4. Summary and recommendations

Recent financial investment in the building of school libraries through the BER initiative implies that the federal government recognises school libraries as significant sites of student learning. Consequently, that the material resourcing, personnel staffing and ongoing viability of school libraries is also of continuing significance for schools, learners, allied communities, and the government.

The commitment to substantial infrastructure and curriculum initiatives is an impetus for the federal government to equitably provide professional staffing, learning materials and physical and digital spaces conducive to learning through resourcing excellent school libraries. In order to gain full return on investment in school libraries, it is essential that all schools employ professionally qualified teacher-librarians to support students' ongoing learning.

In summary, Table F below contains a series of recommendations to the Inquiry for enhancing the roles, adequacy and resourcing of school libraries and teacher librarians in Australian schools.

Table F: Recommendations

Roles

It is recommended that policy-making authorities commit to:

- *The incorporation of statements in national educational policy documentation acknowledging the value and potential of Australian school libraries in the achievement of educational imperatives and in the promotion of social and economic well being*

It is recommended that policy-making, funding and employing authorities commit to:

- *Allocation of funding for the staffing of all school libraries with specialist, qualified teacher-librarians via budgets directed to professional educator staffing schedules in schools;*

Recruitment

It is recommended that funding and employing authorities commit to:

- *Tertiary qualification in teacher-librarianship, or dual teaching and librarianship qualifications, as a requirement for professional appointments to school libraries;*

- *Funding of course places in post-graduate courses to qualify educators as teacher-librarians to enhance quality school library access, staffing and resourcing for learners and school communities Australia-wide;*

Professional education

It is recommended that funding and employing authorities commit to:

- *Address the current TL shortfall, through an accelerated, time-limited, scholarship funded project for the qualification of teacher-librarians in accredited degree programs.*

Digital technologies

It is recommended that policy-making, funding and employing authorities commit to:

- *Principles of equity in the development of national infrastructure for access to digital/online materials and services for teachers, learners and the communities of schools;*
- *Substantive funding and infrastructure support for ongoing aspects of the national broadband network as an investment in learners, teachers and the communities of schools.*

5. Closing remarks: From the students' perspective

School libraries and teacher-librarians have dynamic potential in the lives of learners, as reflected in the following responses of school students to interview questions (Elliott Burns, pending) about their experiences of school libraries:

It's a library because of the way it's used – it's different from a classroom. It's sort of like an education playground [Yr 8].

Our library speaks of young people. The colours and the furniture are sort of young – not like the old library that was brick inside with sort of old furniture. You feel like it was made for you because of the colours and things [Yr 10].

It's a place where you go to read and for people to help you find the information you need. You can get help to choose and they know what you need for projects [Yr 7].

We need good access to online materials because that is how the information is now. The librarian and the staff demonstrate databases and stuff at the beginning of the year. Then you can use them whenever you want to [Yr 11].

For these learners, and all learners and educators in Australian schools, the school library can be a connection to learning for life, through its personnel, its learning and recreational materials and access, its physical facility and amenity. Our students deserve the opportunities offered by information rich school libraries staffed by qualified, committed teacher-librarians and support staff. The energy and commitment offered by teacher-librarians in Australia continues to influence the achievement of valued educational imperatives and to promote social and economic well being at local and national levels.

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