



At our school there are a number of issues that are impinging directly on the effectiveness of the Library and Teacher Librarian in regard to teaching and learning of students.

1. Under funding

- Our budget is not adequate for the student numbers at our school
- Resources are being diminished because of the need to keep everything up to date and relevant to changing curriculum. Student demands have increased exponentially for such resources as journals and online databases and there is little or no funding for these resources.
- After an initial injection of funding 4 years ago we have received hardly enough money to keep up with day to day demands, let alone learning programs and curriculum needs.
- Our technology is out of date and we are in fact last in line as far as acquisition of new computers is concerned.
- There is no correlation between workload and staffing. Every time we are given more administration jobs in Library, we lose staff.

2. De professionalism of the teacher librarian role

- More and more TL time is spent on non professional and administration activities. For instance all textbooks are accessioned and borrowed through the library. For a school of 1250 students this is an enormous task. Each time we are burdened with a new task such as this, our staffing is actually reduced rather than increased.
- The input of new technologies in the education field such as Clickview (digitised audio visual system) has redirected the attention of the Library assistant. The administration of Clickview is almost a full time job in a school the size of ours and the library assistant who previously spent her time on general administrative duties now manages Clickview. This has affected the Teacher librarian role who has to now do more administration duties .
- The Teacher librarian has been forced to teach programs not directly related to our role as T/L's, which has meant we are out of the Library and not supporting students and staff.

3. Lack of support from executive in school

- This lack of support is reflected in the lack of supply of new computers for the students in the Library. There are 4 computers for 1250 students.
- The increase in administrative work, results in teaching staff seeing T/L's as administration staff not professional teachers with Library qualifications. Many staff members are unaware that Teacher Librarians have dual qualifications as teachers and as librarians.
- The executive view the Library –buildings, contents and staff as incidental to the schools educational aims and of no real significance educationally. For example the library building is used for school purposes such as immunisations, non educational meetings, where the needs of staff and students are totally ignored. The library is viewed as a 'spare room' in the school.
- The principal has told Library staff that schools no longer need books, only the internet and Wikipaedia.
- The Library is seen as just another faculty within the school not as whole school support and service area.

-There has been a total lack of consultation with T/L's in the refurbishment of the new school library in relation to number of computers (no computers for research), functionality and practicalities. Several executive staff have stated categorically that there is no need for the library to have any computers other than the "Rudd" notebooks that year 9 and 10 students use. We have not been told how the year 7 and 8 students are going to manage their research, nor in fact anyone who does not have his or her notebook with them. The notebook computers are often inadequate to the demands of academic research, especially in regard to screen size.

-The lack of support has had a detrimental affect on the health and wellbeing of the library staff members- 1 stress leave for 8 mths

-1 stress leave then transfer

-2 stress/sick leave

-This lack of support is actually caused by a total lack of understanding of the role of libraries and the role the T/L plays in the educational development of students.

As Teacher Librarians we are disappointed and disenchanted that after many years of rigorous training, together with over 45 years experience in working in the educational field our role has been diminished and the Library and it resources are being under funded, underutilized and often ignored in the bigger picture of student education.