



This Submission addresses the essential qualifications required by the teacher librarian responsible for the administration of the school library.

The federal Government is to be commended for its recognition that the provision of school libraries in all schools, is fundamental in achieving a learning revolution. Construction of suitable buildings is a first step and a significant investment.

To ensure maximum benefit from this expenditure, careful consideration of the school library's role and the qualification of staff responsible for it, is imperative.

The following comments are based on 25 years experience as a teacher librarian in two large Tasmanian High Schools, one in a rural area, the other in a Hobart suburb.

It is recommended that the school librarian should have the following qualifications :

- (i) In librarianship
To be able to demonstrate the necessary knowledge of children's literature and how children learn to read so that the school literacy programme is fully supported by a vibrant, diverse , relevant library collection . Selection of reading materials of the highest standard, appropriate to children's needs, by the use of accredited selection tools of librarianship is one role of the qualified teacher librarian Such selection ensures the best use of the library budget Organisation, management and maintenance of the collection is the direct responsibility of the librarian It is here that knowledge of computer operations suitable for the school library can be demonstrated

- (ii) In teaching :
The school librarian should be a qualified teacher . This enables the essential consultation with classroom or subject teachers to plan together, relevant teaching programmes utilising library resources, teaching students the skills they need to write meaningful assignments, to assess the accuracy of what they read, its authorship, possible bias etc. Teachers will advise the librarian of their future needs in their teaching programme, thus ensuring that the library collection can support students in their research.

It will be understood that the school librarian plays a pivotal role in the literacy programme of the school .

Therefore, school librarians should be well qualified in librarianship and in teaching. Only then can the librarian be regarded by all teachers in the school as a colleague who understands how children learn and how teachers teach.

This enquiry is taking place at an opportune moment in the development of school libraries. From its deliberations I trust that all students in our schools will reap the benefits of the school libraries now under construction.

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