

School Library Association of Queensland  
Primary School Case Studies

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1. I am a teacher-librarian at a Catholic school in a *rural town* / city (its pop. Between 10 – 15000) in Qld.

The school has an enrolment of about 410 students P – 7. Co-educational. Two classes at each year level.

There are two campuses: Prep – Year 3 on one site, Years 4 - 7 on another. The distance between the campuses is about 400metres.

I have two libraries – both undergoing refurbishment with BER money – (painting, carpet, some furniture, shelves, and creation of work area. ( I have photos if you need )

I have one library assistant (she has a Cert 4 in Library something) – her hours are 27.5 hours per week term time.

My hours are 0.5 FTE – i.e. 15 hours per week / 5 day fortnight.

My budget to buy resources (for student borrowing) for the past 5 years has been \$3000 each year. The average age of my resources is about 20 years. My budget for consumables etc is about \$2000 (includes SCIS and Libcode subscriptions)

Some difficulties include:

- Libraries although open all the time in school hours are not manned. To save time the library assistant tends to work in one place / day i.e. does not move between campuses.
- Teacher librarian often moves between campuses during the day.
- Only one library can be open during lunch hours. The library assistant does not have lunch time duties because of her limited 27.5 hours. Both libraries could be open if the teachers took more playground duty rosters but most teachers already have 5 duties per week.
- Multiple copies of books to cater for needs on both campuses
- Resources walking out the door without procedures being followed e.g. I actually had a parent come in the other day to get readers for her child at a higher level than the child was currently at and if a staff member hadn't walked in at that time the books would have been gone.
- Covering equipment, other equipment and resources needed in both libraries e.g. contact, plastic, scissors, staplers, sticky tape, 2 circulation desks etc
- Not enough money – ideally my library assistant's hours should be increased (probably need 2 people); teacher librarian should be full time; more money needed for student resources.

2. I am a full time TL in a primary school with 750 students. I have a teacher aide who works 17.5 hours a week and another aide who comes in for 3 hours per week. Included in this time is their playground duties which are sometimes done outside of the library (e.g. first aide room). When I started here 2 1/2 years ago, I had 6 extra aide hours but every time we lose children in the school and consequently lose aide hours, it seems to come out of library time, instead of from classroom aide time.

3. We are 850 -900 students, P-7, with a PLC attached to the school.  
We have 1 FTE TL (we job share, .6 and .4), with 30 hours of aide time/week.  
The boss is pushing us to teach/see all the classes each term!  
We have to do report cards.  
We also have the Technology aide based in the library - she and the library aide are the only Orange card holders in the school  
The FTE TL at least does not have to do any other roles in the school - most t-l's in ..... are the IT person, HOC, One School Co-ordinator or the like.  
There is no school, primary or secondary in ..... that has more than 1 t-l

#### **4. Shared role of 3 Education Queensland primary schools**

I work in 3 Education Qld (Dept. of Education & Training) primary schools as teacher-librarian. The Department's website states -  
"The role of the Teacher-librarian is to work cooperatively with teachers to integrate the teaching of information literacy skills into the curriculum developmentally and sequentially, and to manage the school resource centre and its collections.  
Education Queensland profiles the role of a Teacher-Librarian through the Position Description and Standard Work Profile, Teacher Librarian (Band 1, 2 or 3) (☑ only available to DETA networked computers). The work profile can be discussed and adapted at school level. This process is under the direction of the Principal and may involve consultation with the school community."

Ed Qld works on a staffing figure of around 300 students for a full-time teacher-librarian. I am based 3 days a week at my largest school of 192 students, 1 day a week at a school with 56 students, and 1 day a fortnight at a school with 27 students.  
Staffing at school level is at the discretion of the principal and there have been cases in small schools of the teacher-librarian role being cashed in for other services in the school. In these cases, the library is usually run by an aide.

Library aide time is again at the discretion of the principal. My largest school has a library aide for 2 of the 3 days I'm at the school. She spends the first hour of each of these days assisting with reading in the lower primary classes. We also have a wonderful volunteer mother who does most of our covering. In the past I have requested parent helpers to assist with covering multiple class sets of books.

My 2<sup>nd</sup> school has no allocated library aide time. I rely entirely on a community volunteer who comes in to help catalogue, cover, and reshelve books. She is generally not present on the days I work in the school now that I have trained her to download SCIS records and to upload to our library software programme. When she first began voluntary library aide duties, she would come in regularly for training and liaising when I didn't have classes in the library.

I have been at my 3<sup>rd</sup> and smallest school only this year. The school has been without a trained TL for a number of years. A part-time teacher previously worked in the library and classroom. The library aide ran the library after the teacher left, and still has allocated library aide time this year, as well as classroom duties. Education Qld appointed me to the school after another of my schools with a student population of 12 was closed 2 years ago.

I ensure that one of my days at my base school is staff meeting day, where I have a regular slot to share new resources, items of interest and issues involving my role as union rep. I recently presented an abridged version of a "Library 21" PowerPoint following a workshop I attended (presented by Ed Qld Library Services) in relation to BER libraries and 21<sup>st</sup> century learning needs. I am in regular email contact with 2 of my teaching principals, 3<sup>rd</sup> non-teaching principal and teachers at the 3 schools. I have regular Library News segments in school newsletters and hope to have a library website active for my 3 schools in the near future.

Two of my schools are part of a cluster of primary schools which feed into a large rural high school. I attend PD sessions run by the cluster, such as the use of One School for unit planning, curriculum etc. with teachers from my schools. Teachers plan in teams and my role is mainly in resourcing these units, assisting with the teaching of information literacy skills, and the promotion and coordination of literature and literacy activities (eg. Premier's Reading Challenge, Reader's Cup), as well as the management of the resource centres and their collections. I believe my TL role is viewed positively in my schools and is supported and recognized by the school communities.

#### **5. Teacher-Librarian Support for Small Schools**

I am an itinerant Teacher-Librarian servicing 12 schools in the Moreton Region in Qld. I am also the coordinator of the Ipswich District Teacher-Librarian Network and the free biennial Ipswich Festival of Children's Literature.

I was a Teacher-Librarian in schools from 1977 – 1988. I became a Regional Library advisor in 1989 and have worked in a support role in small schools since then, taking them from card catalogues to automation. Eleven of the schools I currently service vary in size from 1 to 5 teachers with just my twelfth school having 12 classroom teachers. **The amount of time allocated to each school varies** based on the choices made at school level by the Principals of the schools.

The largest school has 285 students. I am there only 3 days per fortnight. An adequate staffing level should be at least 4 days per week. The school is able to use their flexible staffing allocation as they see fit and choose to staff the library at this level. My job as an Itinerant TL was easier when all my schools were small ones. Adding in one large school, especially when it is inadequately staffed makes it more difficult. If it was staffed at 4 days and the 5<sup>th</sup> day was used to assist a few nearby small schools on a needs basis, it might work better.

Time allocated to other schools varies. It could be 1 day per semester, 1 or 2 days per term, or 1 day per fortnight. I have no spare days so if I am ill there is no way to make up any lost time. If Professional Development opportunities arise that benefit all of my schools, one school would have to lose a day for me to attend. It is also difficult to say who would pay for that PD.

The small schools tend to have **extremely small budgets**. Sometimes they spend only a few hundred dollars per year on their library. Many buy only a selection of books from Australian Standing Orders and/or books short listed for the Book of the Year Awards. With such limited budgets they do not get to book shops to see any other titles that may fit their curriculum or the needs of their readers. A solution

would be to provide more guidelines to schools as to how to evaluate the amount required for maintaining or developing their collection whether it is print or electronic.

**Aides in small school libraries** in many cases have been there for a great number of years and know their collection and clients well. When I took over as an advisor they were used to having all their books catalogued for them by the previous advisor. I have taught them all how to input data from SCIS to process their own resources. The main problem occurs when new aides are appointed and I have limited time in which to train them. When I began as an advisor I could respond to needs in schools and spend as much time as was required to service those needs. Now all my time is shared out and it is not on a needs basis but on what the school elects to use out of their flexible staffing allocation. Returning to a flexible model to support small schools would help. There is also a great need to have recommended staffing levels for aides in school libraries. Without dedicated library aides as in the past I find that in the smallest schools the aides are used almost exclusively in the classroom and find that the aide may not have been in the library for a whole term in between my visits.

**Expectations** as to what my role should be vary from school to school. Some prefer me to support their staff such as helping the aide with difficult cataloguing, locating resources for staff, assisting with the school website, culling or library design and furnishings in BER buildings. Others want set “library lessons” and because time is limited these cannot be cooperatively planned and taught as would be expected.

## **6. Experiences of a Cluster Teacher-Librarian**

For the last 15 years I have provided teacher-librarian services to several schools. For the first three years I serviced two medium sized schools. One school had 12 – 10 classes (reducing over the years) while the other had 8 classes. I was expected to provide scheduled lessons to all classes as well as caring for the resource collection. At the time this involved cataloguing new resources and moving the records at both schools from manual records to automated records.

After three years it was decided to split the cluster equitably between myself and another teacher-librarian. We each serviced 4 schools, one medium sized (between 180 -280 students) and 3 smaller ones (the smallest was a one-teacher school). In total we each serviced approximately 450 - 500 students. Again we were expected to provide lessons to every class in these schools as well as manage and care for the resource collection and again moving all of the schools to an automated system.

The provision of support for us in terms of teacher aides has always been very random. At some schools (the larger ones) we were provided with between 5 and 10 hours a week aide time. At the smaller schools we sometimes received no assistance or at best haphazard assistance when aides had a spare moment. We were often asked to provide Non-Contact Time for the class teachers during our lessons.

Over the last four years I have been providing more and more ICT related lessons and have become MIS administrator at my largest school and also trained to become Orange Card Holder (in my own time) which service I provide at 3 of the 4 schools and Web Page administrator at 2 schools. During this time also I obtained my ICT Pedagogical Licence and have provided support for other teachers to obtain their ICT certificates.

At present all 4 schools have been involved in the BER funding to obtain new resource buildings. One has been completed, two are just commencing building and the smallest school should be receiving a prefab building soon. At time of writing we are about to move libraries in two schools into temporary spaces while the new space is under construction. The library in the smallest school has been stored in a shipping container for the last six months and is inaccessible.

Before I arrived in this cluster some of the schools were serviced by a teacher who was not a trained teacher-librarian. While providing lessons for the classes she was unable to provide the expertise and guidance necessary to have the collections properly catalogued. One of the first jobs I had to do was start the process of automation and catch up on a huge backlog of resources purchased but not catalogued. I was also able to train teacher aides and volunteers to more effectively perform some of these tasks.

As a trained teacher-librarian I was also able to work more closely with teachers to provide lessons geared to the needs of the students particularly aimed at increasing their information retrieval skills. I was also able to help teachers choose resources appropriate for their needs.

A trained teacher-librarian can provide schools with many benefits including:

- Ability to choose resources suitable for curriculum and recreational needs;
- Ability to catalogue resources and make them accessible to users;
- Ability to assist teachers in planning and teaching of lessons;
- Ability to incorporate information and communication technologies into lessons and where necessary train teachers as well as students in their use.

7. My school student numbers have risen from 430 to 620. I've gone from 171/2 hours to 141/4 hours of aide time. That aide time is now also used for processing reading materials throughout the school as well. I have 25 classes per week with one class non-contact time from 12pm-2:40pm while the teacher takes a sports team. My budget has been cut to \$3000.00 dollars per year with each year level receiving a healthy budget to buy year level specific curriculum materials which are processed through the library and held in satellite collections by the year levels. We also process all the maths and science equipment purchased. Needless to say, we really don't keep on top of it all.

8. Our school is an **inner city school** in a reasonably affluent area.

- 600+ students Prep to Year 7 (heavy at the Early Phase end)
- 1 full time T-L position shared between qualified T-L 0.6 and class teacher 0.4
- 13 hours of T Aide time shared between 3 T Aides - majority of the time is in their ADO allocation before school. Principal believes school should have T Aide on class/with teacher during school core hours of 8:30am-3pm
- budget has decreased from \$6000 in 2003 to \$5000 in 2010 but there is the allocation to Early Phase and Middle Phase and also Year levels to purchase resources to support curriculum units has increased as new units are written - huge waste as there is no centralized point of contact to oversee that duplicating resources is minimized or even cataloguing purchases to keep track of them (the library is expected to do it but getting the teachers to pass on their purchases is nearly impossible)
- been taken out of the loop with planning/revising new units - instead encouraged to

make comments and suggestions to teachers once unit is written  
- section of Library (about a 1/5) been taken over for a 16 computer lab - been promised that it will move when a classroom becomes available but each year we are short of rooms so can't see the move happening in the foreseeable future

9. Our **primary school** of 550 has a teacher-librarian 1 day per week and a teacher aide 25hrs per week

10. I am the sole t-l in a **primary school** of 1286 fluctuating to nigh on 1300.

With Ed Qld staffing ratio of 1 Full time teacher-librarian if a school has 300 students, then I would suggest we are grossly understaffed.

I work collaboratively with all year levels, and teach every child in the school for a term before moving on to a new term and new students.

In term 1 of 2010 for instance I worked with all year 1, Year 3 and year 4 students. This involved 17 lessons a week, teaching info literacy, exposing students and teachers to the use of the IWB, and to various web 2.0 applications. All linked to the work they were doing in their integrated units.

Term 2 was meant to be Year 2 and Year 5, but we had a two week Book Fair, and 3 days of author visits (and of course NAPLAN training) so I only managed to do my 7 lessons a week with Year 5 on Australian Bush Ballads. As well as guest appearances in lab classes, teaching classes anything from using email to locating suitable websites, to navigating the Year 3 Web quest, or the Year 7 Web quest, working in Publisher, developing graphs, using the interactive Read Write Think site, creating interactive jigsaws, using Scratch software, or Inspiration... and then of course I present PD to staff in using the IWB, and later in the year I will be presenting 13 weeks of 2 hours after school PD on Intel to 30 staff (having already done the course with 60 staff previously)

We usually have in excess of 10,000 items on loan at any time, we resource four integrated units for all 7 year levels, (28 units, 300+ resources for each unit, to be located, picked from the shelves and loaned out to the year level at 10 week intervals) we have 51 classes borrowing (though only Year 1 and Prep are able to come every week, the others have an alternate week programme) and we process perhaps \$40,000 of resources a year (20,000 for library, 20,000 for year levels, literacy readers etc) I've been told that an extra \$12,000 has been allocated to readers for 2010 in light of the school's poor showing in the Naplan test, and we will be expected to process those ASAP as well, with no increase in the abysmal staffing of the library- the equivalent of one full time (untrained) teacher aide (made up of 1 four day person, and another who just works Friday- which of course brings other issues!) I advertise on Volunteering Queensland for volunteers... and currently have the equivalent of 8 days a week of volunteer time. But volunteers need close supervision, and I do not have the time.....

Fortunately there's a good deal of joy in working with classes, otherwise the sheer volume of library processing, circulation, overdues, stocktaking of 50,000 items, along with preparation (in my own time) of interesting and interactive "demonstration" lessons for teachers as well as kids - would wear me down.

11. I feel quite lucky when I hear reports from other T-Ls, who only get about 10 hours, to have 24 hours per week of T-Aide time in the Library most weeks. There are 19 classes that I service with lessons etc. Last year with 3 less classes, I had 16 hours. However, my concern is that I shall be retiring in 7 weeks and I don't know if there are any T-Ls available to replace me. This has been a concern since Education Queensland stopped training teacher-librarians in 1992.

12. Full time Teacher- Librarian  
School population 850 equates to 35 Classes,

Weekly aide hours 2009 = 20.5hrs this included ADO hours where aides have to work hours out of school teaching time to make up for their holidays. So from 9.30 am to 12.30 pm no aide help in the library.

Weekly aide hours 2010 = 9.5hours

I was told this year I had to take **35 half hour lessons weekly**. In 2009 I was taking Years 1&2 on a weekly and the other grades booked in on co operatively planning and teaching. The 35 half hour weekly lesson did not eventuate after tears and putting forward an argument.

Also there was to be a **library review** as we are getting a new library. I did not know of any other libraries having a review because of a new library.

I would really like to tell you the reasons for the above but as you said no background needed.

Apparently there is no **ROLE** for the Teacher-Librarian. 2 Admin staff was writing a role for me the TL without my being there.

Other things to consider:

1. Teacher-librarians are being **replaced with ICT savvy teachers**, with the aide to run the library.
2. Some schools with a **new \$3 million library are being run by the aide**.
3. Teacher Librarians who are retiring are being **replaced by an aide or a classroom teacher**.
4. **Teachers** who have taken over the library without any Teacher- Librarian qualifications are **calling themselves Teacher- Librarians**.

13. I started as teacher-librarian at my **Sunshine Coast** primary school at the beginning of 2009. I asked for a fulltime position when I transferred in after 22 years as teacher-librarian in Roma, but this was the best that could be found:

The school has about 500 students, 24 classroom teachers, and a 0.6 teacher-librarian. Apparently, 0.4 of the T-L time was traded in a few years ago for other support staff.

A teacher aide works in the library for 4 full days a week. She does a mighty job, having been in this position for about 15 years, but gets annoyed (rightfully so) on the

occasions she has to make decisions (that should be made by a teacher-librarian) during the two days she is in the library by herself.  
I was also given one day a week at another school as a classroom teacher.

14. This study looks at 2 Queensland State Primary School libraries located on the north side of Brisbane both in high socio-economic areas. The teacher librarian previously worked in a school of 570 students (School A) and is now working in a school of 310 students (School B). The teacher librarian has approx 5 years experience in state primary school libraries and has a Masters in Teacher Librarianship.

School A of 570 students, began with 15 hours of teacher aid time. School B of 310 students began with 5 hours of teacher aid time. All teacher aid time was given to prep when prep began, leaving the library with occasional teacher aid time such as when teacher aid's need to make up ADO time. Discussions regarding teacher aid time with each Principal from the 2 schools were fruitless. As a result, the ADO time in School A was made up of 15 minute blocks totalling at best 1 hour per week. The teacher aids were general classroom teacher aids and therefore untrained and lacked any library skills or understanding of what needs to be done without supervision. Similarly in School B, teacher aid time is approximately 1 hour per fortnight, on an occasional basis and if approved by the Administration Officer.

Therefore the Teacher Librarian has managed and is currently managing ALL operations of a primary school library (including book covering), teaching all classes from prep to year 7, taking non-contact time for Prep to year 3, providing assessment for report cards, running book club and book fairs, PD training of ICT's as required and the problem shooter for ICT resources within the school.

As a teacher librarian and one voice within a school, it has been pointless arguing with or against prep teachers who rightly deserve to have full time teacher aids. Across all state schools, it was a department decision of prep teacher aid time that led to teacher aid time being taken away from libraries. Principals had no choice as no extra funding was made available to replace teacher aids in libraries and no one was listening, lobbying for, advocating or supporting teacher librarians who lost their teacher aid time.

*In Learning for the Future (2001), a library 'bible,' ALIA and ASLA state, Staffing is a crucial factor in the provision of effective information in schools. Both professional and support staff are needed for the effective functioning of the school information services centre and the achievement of desired learning outcomes. (p.59)*

*When staffing levels are not met, reduced levels in services will result and curriculum options will be diminished. (p.69)*

15. I'm the T-L at the **Primary Campus** of our school but at the high school an aide with no training is in charge of the library. The aide told me that they receive standing orders and buy what teachers request. The library was moved and remodelled last year as part of our school's BER money, which really needed to happen as it was a very small library before.



16. I am currently working as the Teaching Librarian at a primary school. I currently am working in the library 7hrs each week. The enrolment is around 375 students. There is a fulltime teacher aide allocated to the library. I have been given an additional 5 hours per week on a temporary basis until the end of this semester.

17. I am a full time TL in a primary school with 750 students. I have a teacher aide who works 17.5 hours a week and another aide who comes in for 3 hours per week. Included in this time is their playground duties which are sometimes done outside of the library (e.g. first aide room). When I started here 2 1/2 years ago, I had 6 extra aide hours but every time we lose children in the school and consequently lose aide hours, it seems to come out of library time, instead of from classroom aide time.

18. I am not teacher trained (**technician**) and have been "managing" a P-12 school library in the absence of the T-L who has now been gone for two years. I believe that I do a good job keeping the library running on an even keel, purchasing, accessioning, passing on relevant and helpful information etc to teachers etc but am aware of the ever increasing gap in the teaching and IT field and cannot wait for the TL to return! Personally I believe that it is unfair of schools to expect library technicians to run a library, often without sufficient training and certainly without sufficient salary. Often there is the compounding problem of technicians not being included in "teaching staff" communications and lack of PD opportunities. I agree that most people have little idea of what is involved in a school library - I often wish it was just a matter of accessioning books all day!!! Now all we have to do is convince the hierarchy that there is more than enough work in the library to justify the returning TL and me - just think what we could achieve as a team!

19. I'm a **relieving teacher** at present. I travel to many schools throughout my district. Only a handful has a qualified Teacher Librarian appointed. There are some schools that are big enough and who have a principal that is 'supportive' but they have classroom teacher appointed to the position. One of the schools in the district has used the TL allocation to allow the Principal to remain 'off class' (they do provide some library lessons in addition to their role as Principal). Quite a number of the small schools have absorbed their allocation to be used for either additional teacher aide time or used it to boost other specialist teacher times.

As someone who supports the role, I am very concerned that the position of TL is being slowly phased out by Education Queensland. It would be interesting to see something like a skills audit of those who are appointed to hold the position of TL and see just how many qualified people still hold that position.

Over 660 kids in school.

Rest Pause:

- 10 mins Rest Pause (Mon Thur Fri) + 30 mins
  - 10 mins Rest Pause -as part of longer break(Tues, Wed) = 20 mins
- Total rest Pause = 50 mins (as per agreement)  
*Agreement is 50 mins (5 x 10 mins) and is part of rostered duty time*

Uninterrupted break times (usually Lunch):

- Additional 2 x 20 mins extra time on Tues & Wed at morning tea = 40 mins
  - Lunch breaks 5 x 30 mins = 150 mins
- Total Lunch Breaks time per week = 190 mins (3 hrs and 10 mins- **under by 35 mins**)  
*Agreement is 225 mins per week*

NCT:

- Mon 8.50-9.20 = 30 mins
  - Tues 8.50-9.50 = 60 mins
  - Tues 1.30-2.00 = 30mins
- Total NCT = 120 mins (2 hrs) (as per agreement)

Library coordination time:

- **5 x 10 mins** (Mon – Fri 12.50- 1.00pm) = 50 mins (**not recommended to give time in 10 min slots** – especially as T/L has a class prior to this time - this is totally unworkable)
  - **4 x 20 mins** (Mon Wed Thur Fri) 2.35-2.55 = 80 mins (**not recommended in 20 mins slots** – especially as T/L has a class prior to this time so this is most likely to be reduced to 10-15 mins slots)
  - 1 x 55 mins (Tues 2.00-2.55) = 55min
- Total Library management time = 185 mins (3 hrs 5 mins)

- Providing NCT for teacher on the Thursday (not allowed in agreement)
- No consultation about role
- Change to role (ICT teacher on Thursday) was not run through an LCC process
- Teaching 27 x30 min library lessons, 8 x ICT lessons and the classes come back for a 15 mins borrowing time as well that the t aide coordinates (her time table is in the pink section)

### Library Lesson & Borrowing Timetable Term 1

	Monday		Tuesday		Wednesday	Thursday		Friday	
8-50	NCT	T/aide column	NCT (Assembly)		4F	6/7D	T aide column	7G	T aide column
9.05									
9.20	PW								
9.35									
9.50	6M		5G	t/aide column	6 7D	5/6S		2S	
10.05									
10.20	6N		2V		7H	Year4		1K	
10.35									
10.50	Rest pause 10mins		Morning Tea		Morning Tea	10 mins Rest Pause		10 mins Rest Pause	
11.00	Duty					Duty		Duty	
11.20	5P		4M		PKT	3/4O		1C	
11.35									
11.50	5W		PT		7MJ	Year5		2R	
12.05									
12.20	Lunch 30 mins		Lunch 30 mins		Lunch 30 mins	Lunch 30 mins		Lunch 30 mins	
12.35									
12.50	T/L Stock Management & Control					T/L Stock Management & Control			
1-1.30	Library Student Contact					Library Student Contact			
1.35	4B		NCT		6A	Year3		1M	
2.00			Resource Management						
2.05	3 4O				5 6S	Year7		3C	
2.35	T/L Resource Management			T/L Resource Management		T/L Resource Management			

2.55 (end of day)