The Parliament of the Commonwealth of Australia

School libraries and teacher librarians in 21st century Australia

House of Representatives

Education and Employment Committee

March 2011

Canberra

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Foreword

On behalf of my colleagues I wish to thank all those who contributed to the inquiry.

We are especially grateful to the hundreds of teacher librarians from across Australia who submitted evidence or appeared at hearings in each state and territory.

The Committee was struck by the passion and enthusiasm that teacher librarians have for their profession.

The Committee is also thankful to the national library organisations ASLA and ALIA, who have appeared before the Committee on numerous occasions throughout the course of this inquiry to represent school libraries and teacher librarians.

I also want to thank my colleagues on the former Standing Committee on Education and Training for the hard work they undertook in the previous Parliament.

The Committee hopes that this report goes some way toward highlighting teacher librarians' concerns; showcases their valuable contributions to educational outcomes in Australian schools; and starts to examine their evolving role and place in Australia's education system.

The Committee was advised that Charles Sturt University's second semester intake of students into its Master of Education (Teacher Librarianship) had doubled in 2010, and, it was suggested that the publicity surrounding this inquiry may have been a factor in the increased numbers being attracted to the teacher librarian profession. We would be delighted if this were the case.

Ms Amanda Rishworth MP

Chair

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Deputy Chair	Dr Dennis Jensen MP

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	Ms Julie Collins MP	Hon. Tony Smith MP (to 10/11/08)
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	Mr Steve Irons MP	Dr Sharman Stone MP (from 03/02/10)
	Mr Robert Oakeshott MP (from 10/11/08)	Mr Mike Symon MP (from 17/06/09)
		Mr Tony Zappia MP

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Mr Mike Symon MP

Mr Alan Tudge MP

Committee Secretariat
43rd Parliament

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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.

List of abbreviations

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Education Research
ACMA	Australian Communication and Media Authority
ACSSO	Australian Council of State School Organisations
ACT	Australian Capital Territory
AEU	Australian Education Union
AISWA	Association of Independent Schools of Western Australia
AITSL	Australian Institute for Teaching and School Leadership
ALIA	Australian Library and Information Association
ASLA	Australian School Library Association
BER	Building the Education Revolution
CBCA	Children's Book Council of Australia
COAG	Council of Australian Governments
CSU	Charles Sturt University
DEEWR	Department of Education, Employment and Workplace Relations
DER	Digital Education Revolution

EBP	Evidence Based Practice
ECU	Edith Cowan University
EdNA	Education Network Australia
ERA	Electronic Resources Australia
ESA	Education Services Australia
ESL	English as a Second Language
FTE	Full-time equivalent
FOLA	Friends of Libraries Australia
ICT	Information and communication technologies
IKC	Indigenous Knowledge Centres
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
NAPLAN	National Assessment Program – Literacy and Numeracy
NT	Northern Territory
NSW	New South Wales
OECD	Organisation for Economic Cooperation and Development
QUT	Queensland University of Technology
P & C	Parents and Citizen bodies
P21	Primary Schools for the 21st century
PD	Professional development
RFF	Release from face-to-face teaching
SA	South Australia
SBM	School Based Management
SCIS	Schools Catalogue Information Service
ScOT	Schools Online Thesaurus
SPP	Specific Purpose Payments
TAS	Tasmania
TLs	Teacher Librarians

VIC   Victoria

WA   Western Australia

WATL   Western Association of Teacher Librarians NSW

List of recommendations

2 Impact of recent Commonwealth Government policies and investments on school libraries

Recommendation 1

The Committee recommends that the Commonwealth Government partner with all education authorities to fund the provision of a core set of online database resources, which are made available to all Australian schools.

Recommendation 2

The Committee recommends that the Commonwealth Government work with the states and territories to develop a discrete national policy statement that defines the importance of digital and information literacy for learning in the 21st century, which can be used as a guide by teachers and principals.

3 Potential of school libraries and librarians to contribute to improved educational and community outcomes

Recommendation 3

The Committee recommends that the Australian Curriculum, Assessment and Reporting Authority include statistical information about the breakdown of all specialist teachers, including teacher librarians, on the My School website.

Recommendation 4

The Committee recommends that the Commonwealth Government support additional initiatives to promote reading, such as a National Year of Reading. The Department of Education, Employment and Workplace Relations should collaborate with the Australian School Library Association, Australian Libraries and Information Association and other education stakeholders in developing these initiatives.

Recommendation 5

The Committee recommends that the Commonwealth Government initiate an Australian-based longitudinal study into the links between library programs, literacy (including digital literacy) and student achievement, including their impact on improving outcomes for socioeconomically disadvantaged students.

Recommendation 6

The Committee recommends that the Commonwealth Government support promotional activities undertaken by ASLA and ALIA that demonstrate to the school community the valuable work that teacher librarians are doing in respect of e-learning in their schools, including those that highlight their leadership capacity.

4   Recruitment and development of teacher librarians

Recommendation 7

The Committee recommends that the rollout of the new national curriculum, which is to be made available online, include a component of training for teacher librarians.

Recommendation 8

The Committee recommends that the Commonwealth Government commission a thorough workforce gap analysis of teacher librarians across Australian schools.

Recommendation 9

The Committee recommends that the Minister for School Education, Early Childhood and Youth, through the Ministerial Council for Education, Early Childhood Development and Youth Affairs, establish a national dialogue, including with tertiary providers, on the role of teacher librarians today in schools and into the future. The dialogue should include an examination of the adequacy of the pathways into the profession and ongoing training requirements.

5   Partnering and supporting school libraries and teacher librarians

Recommendation 10

> The Committee recommends that the Commonwealth Government, through the Ministerial Council for Education, Early Childhood and Youth Affairs, discuss ways to enhance partnerships with state and territory and local levels of government to support school libraries and teacher librarians.

Recommendation 11

> The Committee recommends that the Commonwealth Government partner with ASLA and ALIA to produce a document that showcases some of the successful partnerships and programs between school libraries and other libraries, and joint-use libraries. The document should be made available to government and non-government education authorities and school principals.

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Overview

> ...the school library is the school's physical and virtual learning commons where inquiry, thinking, imagination, discovery, and creativity are central to students' information-to–knowledge journey, and to their personal, social and cultural growth...[1]

> 'Who was one of the people who inspired my love of reading? - my librarian at school who kept feeding me books that I wanted to read.'[2]

Background

1.1   The inquiry is a timely response to calls from the library and information management sector for a review focusing on school libraries and teacher librarians.

1.2   The last federal parliamentary committee inquiry into libraries was the Senate Environment, Communications, Information Technology and the Arts Reference Committee's report into Libraries in the Online Environment (June 2004). To the Committee's knowledge this is the first ever federal parliamentary inquiry into school libraries and teacher librarians.

1.3   The school library is one of many resourcing priorities being competed for in an environment of limited expenditure by education authorities. A 2008 joint project between Edith Cowan University, the Australian School Library Association (ASLA) and the Australian Libraries Information Association (ALIA) found that 29 per cent of schools in general (and 54

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1   Center for International Scholarship in School Libraries, *Submission 163,* p. 2.
2   Mr C. Cheng, *Submission 317,* p. 1.

per cent of government schools) have an annual budget of less than $5 000 to provide curriculum support, reading materials and electronic resources.[3] According to the Children's Book Council of Australia (CBCA), many school libraries receive budgets below 1975 levels. The CBCA Library Survey (2010) found that the average school library budget of respondent schools today equates to just $25 per child.[4] A Softlink International survey conducted in 2010 on school library budget trends revealed that there are also inconsistencies between annual school library budgets across education providers and suggests that where student populations are similar in size, primary school libraries are generally funded one third less than secondary schools.[5]

1.4   There is a perception by many librarians that they have to constantly demonstrate their worth to principals and the wider school community in order to receive support.

1.5   Whilst research demonstrates a clear correlation between a good school library and teacher librarian and student achievement,[6] the link is not always appreciated, acknowledged or made best use of.

1.6   A 2010 study by the National Literacy Trust and Museums and Libraries and Archives Council in the United Kingdom found that libraries in many schools in Britain were a 'wasted resource,' poorly embedded in the infrastructure of schools and absent from school development plans:

> School library services could be a highly efficient way of ensuring that schools maximise their value for money by having access to the resources, information and expertise they need to develop children's reading and literacy, and offering access to knowledge.[7]

1.7   The role of school libraries all over the world is undergoing change as technology evolves and students increasingly access information from the internet and electronic media.

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3   Australian School Libraries Research Project in DEEWR, *Submission 344*, p. 11.

4   Children's Book Council of Australia, *Submission 50,* p.3.

5   Softlink International, *Submission 255*, p. 5.

6   See the 2003 Lonsdale report, Michele Lonsdale, 'Impact of School Libraries on Student Achievement: A Review of the Research,' March 2003, accessed 18 February 2011 at <http://www.asla.org.au/research/Australia-review.htm>and others on ASLA website: http://www.asla.org.au/research/.

7   Literacy Trust Organisation, 'School Libraries: A Plan for Improvement,' Executive Summary, 2010, p. 4, accessed 18 February at <http://www.literacytrust.org.uk/assets/0000/5718/School_Libraries_A_Plan_for_Improvement.pdf>.

1.8 Here in Australia, according to ASLA, '2011 is predicted to be the year of the tablet PC.' The Committee heard that in 2010, trials of iPads as student learning tools commenced in a mix of primary and secondary schools:

> In Victoria, 500 were purchased [and distributed] across eight schools [by the Victorian Department of Education]. In Tasmania there were 30 iPads across 10 schools. Queensland has 50 in two schools. In NSW it tends to be the larger private schools in Sydney who are looking at the trials.[8]

1.9 Following encouraging results from the trial in 2010, all 300 year 7 students at Ringwood Secondary in Victoria have iPads. Other schools, public and private, have taken a similar course.[9] Thinking ahead to students about to enter university, it was interesting to note that this year the University of Adelaide has supplied every science student with an iPad.[10]

1.10 The role of teacher librarians, like classroom teachers, is clearly changing in an increasingly digital age and teachers must be adept at facilitating learning through the new technologies.

1.11 Assessing the place of school libraries and teacher librarians in the new educational landscape is important, as is a national dialogue about the future direction of school libraries and teacher librarians.

1.12 Despite scoring well in literacy rates, Australia is one of only five Organisation for Economic Co-operation and Development (OECD) countries in which literacy and numeracy performance has declined in the last ten years.[11] According to the OECD, enjoyment of reading amongst students tends to have deteriorated in all countries. Yet, in all countries, students who enjoy reading the most perform significantly better than students who enjoy reading the least.[12]

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8   ASLA, *Committee Hansard*, Canberra, 11 February 2011, p. 9.

9   G. Barker, 'Better slate than never', *The Age*, Green Guide, 10 February 2011.

10   ASLA, *Committee Hansard*, Canberra, 11 February 2011, p. 9.

11   Organisation for Economic Co-operation and Development, 'PISA 2009 Results: Executive Summary,' p. 19, (2010), accessed 18 February at <http://www.pisa.oecd.org/dataoecd/34/60/46619703.pdf>.

12   Organisation for Economic Co-operation and Development, 'PISA 2009 Results: Executive Summary,' p. 12, (2010), accessed 18 February at <http://www.pisa.oecd.org/dataoecd/34/60/46619703.pdf>.

1.13   Australia's digital literacy rating as compared to other countries' is about to be tested in a major international project called the 21st Century Skills Initiative which will assess the 21st century learning skills of students.[13]

1.14   In light of the Commonwealth's investment in educational infrastructure, principally through the Building the Education Revolution (BER) initiative, it seems an especially appropriate moment for a national inquiry into school libraries and teacher librarians in Australia.

1.15   The BER initiative is the single largest element of the Commonwealth Government's $42 billion nation-building economic stimulus plan, with around 24 000 projects to be delivered in every community across Australia.

1.16   The Primary Schools for the 21st Century component of the BER provides $14.1 billion for all Australian primary schools, K-12 schools (primary school component) and special schools to build facilities such as libraries, multipurpose halls or classrooms, or to upgrade existing facilities. The construction of libraries was identified as a high priority.[14]

1.17   This inquiry offers a unique opportunity to bring stakeholders from government, peak bodies, and schools together to deliberate on what school libraries and teacher librarians contribute to education in Australia, as well as examine what more might be done to increase their value. Most importantly, the inquiry provides an opportunity to raise the profile and status of the contribution that teacher librarians can make to educational outcomes.

Referral of inquiry

1.18   On 10 March 2010 the then Minister for Education, the Hon. Julia Gilliard MP, asked the Education and Training Committee of the 42nd Parliament to inquire into and report on school libraries and teacher librarians in Australian schools.

1.19   The inquiry lapsed with the prorogation of Parliament on 19 July 2010.

1.20   On 23 November 2010, the Minister for School Education, Early Childhood and Youth, The Hon. Peter Garrett MP, re-referred the inquiry to the

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13   DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 26.
14   DEEWR, *Submission 344*, p. 2.

Education and Employment Committee of the 43rd Parliament. The terms of reference were the same as for the previous inquiry.

1.21   The terms of reference for the inquiry are set out in the front pages of the report.

Parameters of inquiry

1.22   The Commonwealth Government provides general purpose funding to government and non-government schools alike and plays a national leadership role in facilitating agreed education outcomes between the Commonwealth Government, state and territory governments, and, through them other primary and secondary school stakeholders. However, the Commonwealth Government is not responsible for the day-to-day management of schools. In the government sector, issues of hiring, numbers, conditions and duties of staff within schools are the responsibility of state education authorities, or principals within self-managing schools. In the non-government sector those decisions tend to be very much the responsibility of the schools themselves.

1.23   While the Committee has been called upon to inquire into and report on the role, adequacy and resourcing of school libraries and teacher librarians in Australia's public and private schools, in the current system these allocation matters are largely ones for state and territory education authorities to determine.

1.24   The Committee only has the power to make recommendations to the Commonwealth Government and, as such, is limited in the recommendations it can make in this report with respect to resourcing issues.

1.25   That said, mechanisms exist for the Commonwealth Government to work together with the states and territories on education reforms, principally through the Council of Commonwealth Government's (COAG) Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA)[15] and the biennial Australian education ministers' forum.

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15   Functions of the Council include coordination of strategic policy at the national level, negotiation and development of national agreements on shared objectives and interests (including principles for Commonwealth Government/State relations) in the Council's areas of responsibility, negotiations on scope and format of national reporting on areas of responsibility, sharing of information and collaborative use of resources towards agreed objectives and priorities, and coordination of communication with, and collaboration between,

Through these mechanisms the Commonwealth and states regularly engage on matters such as the development of the national curriculum and national professional standards for teachers.

1.26   In addition to making recommendations to the Commonwealth Government, the Committee will distribute the report to the states and territories for their attention and reference. The Committee hopes that the report highlights the concerns raised by teacher librarians, and accentuates the significant contributions that school libraries and teacher librarians are making to learning outcomes in primary and secondary schools.

Inquiry process

1.27   Media releases announcing the establishment of the inquiry were issued in the 42nd and 43rd Parliaments on 18 March 2010 and 25 November 2010 respectively.

1.28   The inquiry was advertised in *The Australian* and on the Committee's website.

1.29   387 written submissions were received from a range of interested organisations and individuals, including education departments, peak bodies, unions, interest and community groups, schools and teachers. The submissions are listed in Appendix A. 24 exhibits were taken. These are listed in Appendix B.

1.30   The former Committee conducted 12 public hearings in each of the state and territory capitals between April and July 2010. Appendix C details the witnesses who appeared at each hearing.

1.31   The current Committee resolved to use submissions and evidence gathered for the inquiry into school libraries and teacher librarians in the last Parliament to develop a report and recommendations.

1.32   All media releases, submissions and transcripts are available for viewing and download from the Committee's website.[16]

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related national structures (MCEECDYA's website: MCEECDYA, 'About MCEECDYA,' accessed 18 February 2009, at <http://www.mceecdya.edu.au/mceecdya/>).

16   House of Representatives Education and Employment Committee website, <http://www.aph.gov.au/house/committee/ee/schoollibraries/index.htm>.

Structure of report

1.33   The remainder of the report is structured around four of the five terms of reference for the inquiry. Chapter two focuses on the impact of recent federal government policies and investments in school libraries and their activities. Chapter three considers the future potential of school libraries and librarians to contribute to improved educational and community outcomes, especially literacy. Chapter four examines factors influencing recruitment and development of teacher librarians. Chapter five centres on the various partnerships that can support and strengthen school libraries. The last term of reference on the impact and potential of digital technologies to enhance and support the roles of school libraries and librarians is not given its own chapter because those matters are considered – to the extent to which evidence on them was provided - throughout the other chapters. Some concluding comments are offered in the final chapter, chapter six.

Definitions

School libraries

1.34   ALIA outlined the role of libraries:

> Libraries and the library profession contribute to an informed society by acquiring, organising, archiving, retrieving, using, synthesising and analysing information thereby empowering users so that they can utilise this information in their decision making processes.

> School libraries sit within the broader structure of the Australian library infrastructure. This infrastructure includes: the National Library and state libraries, university and TAFE libraries, public libraries, school libraries [of which there are approximately 9 000] and special libraries (e.g. government department, health etc). The collections from these libraries are supported by professionally produced catalogues, indexes and abstracts, a national bibliographic database (Libraries Australia), a national schools database (Schools Catalogue Information Service), digital preservation, interlibrary loan and database consortia arrangements all of which underpins world class research, creativity and innovation.

> Library infrastructure includes not only physical infrastructure such as buildings, fit-outs, computer hardware, collections, but also the infrastructure for staffing, communications including digital communication, transport and service networks.[17]

1.35   ASLA's 'Statement on school libraries in Australia' describes the school library as:

> a vital teaching and learning environment in the school community. The school library and its staff are integral to empowering students to become independent lifelong learners. Student learning outcomes are enhanced through the teacher librarian's acquisition and organisation of information resources, the dissemination and circulation of learning materials and collaboratively planned programs to integrate information and digital literacy.[18]

Teacher librarians

1.36   ALIA and ASLA outlined in some detail the role of teacher librarians in two documents: the 'Standards of professional excellence for teacher librarians' (see Appendix D for a copy in full); and the 'Statement on teacher librarians in Australia.'[19]

1.37   ALIA summarised what teacher librarians do:

> Teacher librarians support and implement the vision of their school communities through advocating and building effective library and information services and programs that contribute to the development of lifelong learners.

> The teacher librarian is both an educator and an information manager with integrated understandings from both areas. Professional staff qualified in teacher education and librarianship (teacher librarians) are responsible for both shaping and reflecting the school's objectives with respect to library and information programs and services.

> As an integral partner in the school's teaching and learning team, the teacher librarian has a role in the planning, implementation

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17   ALIA, *Submission 332,* p. 4.

18   ASLA, 'Statement on school libraries in Australia,' February 2009, accessed 18 February at <http://www.asla.org.au/policy/school.libraries.Australia.htm>.

19   See: ASLA, 'Statement on teacher librarians in Australia,' February 2009, accessed 18 February at <http://www.asla.org.au/policy/teacher.librarians.Australia.htm>.

and evaluation of education policies, curricula, learning outcomes and programs, with particular reference to the development of learners' research and information literacies.

The valuable role of the teacher librarian focuses on:

- learners and learning;
- teachers and teaching;
- resourcing the curriculum;
- facilitating access to the information; and
- developing the physical environment.

To achieve in these 5 areas, teacher librarians have to:

- understand learners and their needs;
- collaborate with teachers to plan and implement information literacy and literature programs;
- ensure the school library collection supports the school curriculum and community;
- use technologies as teaching and learning tools;
- create effective learning environments; and
- participate in the school and wider learning community.[20]

1.38   ALIA defines a teacher librarian as someone holding recognised teaching qualifications and qualifications in librarianship, defined as eligibility for Associate (i.e. professional) membership for the Australian Library and Information Association. Within the broad fields of education and librarianship, teacher librarians are uniquely qualified. The value of teacher librarians lies in their possessing curriculum knowledge and pedagogical skills together with library and information management knowledge and skills.[21]

1.39   Teacher librarians may be assisted by library technicians (paraprofessional staff with specialised technical training in library systems processes and operations) and other staff without recognised qualifications who provide general clerical support. Other qualified librarians may work in some school libraries, depending on state-based school arrangements.[22]

1.40   The ALIA/ASLA publication 'Learning for the future: developing information services in schools' complements the Standards and presents benchmarks against which schools can evaluate current provisions for developing information literacy. It provides a focal point for states,

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20   ALIA, *Submission 332,* pp. 5-6.
21   ALIA, *Submission 332,* p.5.
22   ALIA, *Submission 332,* p. 5.

territories and schools to develop more specific and prescriptive standards, and for each school community to plan programs to develop information literacy and information services responsive to its own needs and resources.[23]

1.41   The Queensland University of Technology Faculty of Education offers a useful summary table of the defining characteristics of excellent school libraries and teacher librarians.

Table B: Characteristics of excellent school libraries and teacher-librarians School libraries	Teacher-Librarians
Exemplary school libraries offer equitable access for students and teachers to:	*Exemplary professional practice involves teacher-librarians who are:*
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;	Specialist educators with dual qualifications in both teaching and librarianship; ideally they hold an accredited post-graduate qualifications in teacher-librarianship;
Learning program support which generates a spirit of enquiry, which develops literacy across multiple media and fosters, collaborative and independent learning processes;	Reflective practitioners informed by international research, national and local curriculum imperatives and contemporary pedagogical approaches;
Evaluated collections and sources of information in multiple print, visual and digital/online modes and formats for learning and teaching;	Proactive and collaborative practitioners in inquiry-based learning, program design and implementation;
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;	Leaders in literacy and literature learning programs – including digital/online experiences and literature for children and young people;
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	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

Source: Queensland University of Technology Faculty of Education, Submission 30

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23   ASLA and ALIA, *Learning for the future: Developing information services in schools*, Curriculum Corporation, 2002, p. 5.

2

Impact of recent Commonwealth Government policies and investments on school libraries

Background

Policy Framework

2.1   The Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) provided an overview of the Commonwealth Government's busy reform agenda for Australian schools. Some of the reforms mentioned impact directly on school libraries and teacher librarians, others impact more indirectly.[1]

2.2   DEEWR elaborated that while there had been a lot of developments in overall education policy, there are not many activities at the Commonwealth level of administration of education policy and programs that relate specifically to teacher librarians.[2] Nor is there anyone at senior level within the Department that has specific carriage of teacher librarian issues.[3]

2.3   This is because the departmental organisational structure operates more broadly, with sections responsible for matters like teacher workforce and

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1   DEEWR, *Submission 344.*
2   DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 19.
3   DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 29.

quality, the curriculum, and online technology. Dr Arthur from DEEWR explained how teacher librarian issues fit into the current structure:

> My area is responsible for teacher librarians on ICT [information and communication technology] issues, but how you use ICT to effectively change the way teaching occurs is a vital component of the curriculum and a range of other agendas.[4]

2.4   While issues affecting teacher librarians – like a host of others - do not have their own area, the department works within and across the organisational structure in order to deal with the full range of issues in the best way they can with the resources available.[5]

Council of Australian Governments Education Reforms

2.5   On 29 November 2008 the Council of Australian Governments (COAG)[6] ushered in a new era of federal financial relations with an intergovernmental agreement that aims to improve the quality and effectiveness of government services by reducing Commonwealth prescriptions on service delivery by the states and providing them with increased flexibility in the way they deliver services to Australians. Central to these reforms is a substantial financial package that provides an additional $7.1 billion in Specific Purpose Payments (SPPs) funding to the states over five years to improve services for all Australians. This is accompanied by a major rationalisation of the number of payments to the states for SPPs, reducing the number of such payments from over 90 to five, including total funding of $18 billion in a National Schools SPP.[7]

2.6   The new National Schools SPPs/National Education Agreement sets out the roles and responsibilities of the Australian Government and the states and territories, and underscores their shared commitment to high quality education. The objective of the agreement is that all Australian students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.

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4   DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 29.

5   DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 29.

6   The Council of Australian Governments is the peak intergovernmental body in Australia. COAG comprises the Prime Minister, State Premiers, Territory Chief Ministers and the President of the Australian Local Government Association. The role of COAG is to initiate, develop, and monitor the implementation of policy reforms that are of national significance and which require cooperative action by Australian governments (for example health and education and training).

7   See COAG website for communiqué and details: COAG, 'Council of Australian Governments' Meeting,' 29 November 2008, accessed 18 February 2011 at <http://www.coag.gov.au/coag_meeting_outcomes/2008-11-29/>.

2.7   The $18 billion agreement will assist states and territories to achieve the
        following outcomes:

- all children are engaged in and benefit from schooling;
- young people are meeting basic literacy and numeracy
  standards, and overall levels of literacy and numeracy
  achievement are improving;
- Australian standards excel by international standards;
- schooling promotes social inclusion and reduces the education
  disadvantage of children, especially Indigenous children; and
- young people make a successful transition from school to work
  and further study.[8]

Funding for non-government schools

2.8   In addition to the National Education Agreement the Commonwealth
        Government provides funding to non-government schools under the
        Schools Assistance Act 2008 (Cth). The Act provides the legislative
        framework for Commonwealth funding for non-government schools for
        2009 through 2012 and governs the provision of grants for recurrent,
        capital and targeted expenditure. The funding arrangements are aligned
        with and support the responsibilities of the states and territories in respect
        of regulation, educational quality, performance and reporting on
        educational outcomes.[9]

Melbourne Declaration on Educational Goals for Young Australians

2.9   At about the same time that the COAG reforms were implemented on 5
        December 2008, state, territory and Commonwealth ministers of education
        released the Melbourne Declaration on Educational Goals for Young
        Australians, which sets the direction for Australian schooling over the
        next 10 years. The Declaration is supported by the Ministerial Council for
        Education, Early Childhood Development and Youth Affairs
        (MCEECDYA) Four Year Plan endorsed by all Australian education
        ministers.[10]

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8   COAG, 'National Education Agreement,' 2008, accessed 18 February 2011 at
     <http://www.federalfinancialrelations.gov.au/content/national_agreements/downloads/IG
     A_FFR_ScheduleF_national_education_agreement.pdf>.

9   DEEWR, *Submission 344*, p. 2.

10   See MCEECDYA website for details: MCEECDYA, 'MCEETYA Four Year Plan 2009-2012,'
     March 2009, accessed 18 February 2011 at
     <http://www.mceecdya.edu.au/mceecdya/action_plan,25966.html>.

2.10   The Melbourne Declaration states that the two goals for the coming decade are:

- Australian schooling promotes equity and excellence; and
- all young Australians become
  ⇒ successful learners
  ⇒ confident and creative individuals; and
  ⇒ active and informed citizens.[11]

2.11   The Melbourne Declaration is complemented by action plans. The first action plan from 2009 to 2012 outlines the strategies and initiatives that Australian governments will undertake, in collaboration with all school sectors (government and non-government), to support the achievement of shared educational goals.[12]

Investments and activities

2.12   To complement the national reform agenda the Commonwealth Government has invested in a range of education-related initiatives. Those most relevant to school libraries and teacher librarians, and the subject of comment by submitters to the inquiry, are the:

- *Building the Education Revolution (BER)*;

- *Digital Education Revolution (DER)*;

- *National Partnerships* with states and territories under the National Education Agreement, including the development of National Professional Standards for Teachers; and

- implementation of the Australian curriculum.

2.13   The Commonwealth Government also introduced the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2008 to measure children's abilities against six achievement bands in Australian schools. Under the program, every year, all students in years 3, 5, 7 and 9

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11   MCEECDYA, 'Melbourne Declaration on Educational Goals for Young Australians,' December 2008, accessed 18 February 2011 at
      <http://www.mceecdya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf>.
12   See MCEECDYA website for details: MCEECDYA, 'MCEETYA Four Year Plan 2009-2012,' March 2009, accessed 18 February 2011 at
      <http://www.mceecdya.edu.au/mceecdya/action_plan,25966.html>.

are assessed for their reading, writing, language conventions and numeracy skills using national tests.[13]

2.14 Reference was also made to the improved online access that should ensue for students through the new high speed $43 billion National Broadband Network.[14]

Building the Education Revolution

2.15 According to the Australian School Libraries Research Project some 44 per cent of school libraries in Australia are over 20 years old.[15]

2.16 The Commonwealth Government has allocated $16.2 billion over 3 years to modernise schools through the delivery of infrastructure and refurbishments and, in so doing, support local jobs and stimulate investment.[16]

2.17 The Primary Schools for the 21st Century component of the Building the Education Revolution (BER) provides $14.1 billion for all Australian primary schools, K-12 schools (primary school component) and special schools to build facilities such as libraries, multipurpose halls or classrooms, or to upgrade existing facilities. The construction of libraries was identified as a high priority.[17]

2.18 The Department advised that typical projects comprised state of the art facilities that include access to wireless internet and video conferencing.[18]

2.19 DEEWR indicated that there were 3 017 BER library projects underway as of 31 May 2010, of which 2 650 are new library facilities. The table provided shows the breakdown by state and territory of the new facilities.[19]

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13 See website for more details: Australian Curriculum, Assessment and Reporting Authority, 'National Assessment Program: Literacy and Numeracy,' 2010, accessed 18 February 2011 at <http://www.naplan.edu.au/>.

14 See website for more details: Department of Broadband, Communications and the Digital Economy, 'National Broadband Network,' 2010, accessed 18 February 2011 at <http://www.dbcde.gov.au/broadband/national_broadband_network>.

15 Australian School Libraries Research Project in DEEWR, *Submission 344,* p. 11.

16 Building the Education Revolution website: DEEWR, 'Building the Education Revolution,' accessed 18 February 2011 at <http://www.deewr.gov.au/schooling/buildingtheeducationrevolution/Pages/default. aspx> and DEEWR, *Submission 344,* p. 2.

17 DEEWR, *Submission 344*, p. 2.

18 DEEWR, *Submission 344*, p. 8.

19 DEEWR, *Submission 344.1.* p. 2.

STATE/ TERRITORY	Number of New Libraries
ACT	20
NSW	584
NT	63
QLD	1,023
SA	140
TAS	40
VIC	522
WA	258
TOTAL	**2,650**

Note: Data is aggregated across government and non-government sectors.

Digital Education Revolution

2.20   The purpose of the Digital Education Revolution (DER) initiative is to harness the potential of information and communication technologies to transform teaching and learning.[20]

2.21   The Commonwealth Government is providing $2.4 billion of funding over seven years (2008-2014) to:

- provide for new ICT equipment for all secondary schools with students in years 9 to 12 through the National Secondary Schools Computer Fund;
- support the deployment of fibre-to-the-premises broadband connections to Australian schools;
- collaborate with states and territories and Deans of Education to ensure new and continuing students have access to training in the use of ICT that enables them to enrich student learning;
- provide for online curriculum tools and resources that support the Australian Curriculum and specialist subjects such as languages;
- enable parents to participate in their child's education through online learning and access; and
- develop support mechanisms to provide assistance for schools in the deployment of ICT.[21]

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20   DEEWR, *Submission 344*, p. 3.

21   See the Digital Education Revolution website: DEEWR, 'Digital Education Revolution – Overview, accessed 18 February 2011 at <http://www.deewr.gov.au/Schooling/DigitalEducationRevolution/Pages/default.aspx>.

2.22   The DER is governed by the Digital Education Revolution National Partnership with the states and territories and by Digital Education Revolution Funding Agreements with Catholic and independent education authorities. The implementation of the DER will be guided by the DER Strategic Plan and Roadmap and supported by the Digital Education Revolution Projects, Infrastructure and Support Program Guidelines.[22]

National Secondary School Computer Fund

2.23   The overall aim of the Fund is to provide each student in years 9 through 12 with a computer by 2011. Schools may elect to purchase computers for libraries or computer labs or to provide students with individual take home laptops.[23]

Teacher Quality and Professional Development

2.24   Teacher professional development initiatives are an important element of the DER. The Digital Strategy for Teachers and School Leaders aims to increase the level of ICT proficiency for teachers and school leaders across Australia, through provision of a Better Practice Guide for Schools and other support mechanisms.[24]

2.25   A cross-sectoral and cross-jurisdictional Teaching for the Digital Age Advisory Group has been established to support the work of the Australian Information and Communications Technology Education Committee, responsible for informing MCEECDYA on issues relating to the implementation of the DER. The Advisory Group oversees the Teaching for the Digital Age Work Plan that identifies work to be undertaken by education authorities and the Commonwealth Government.[25]

National Partnerships under the National Education Agreement

2.26   The Commonwealth Government and state and territory governments have entered into three Smarter Schools National Partnerships aimed at

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22   See the Digital Education Revolution website: DEEWR, 'Digital Education Revolution – Overview, accessed 18 February 2011 at
      <http://www.deewr.gov.au/Schooling/DigitalEducationRevolution/Pages/default.aspx>.

23   DEEWR, *Submission 344*, p. 9.

24   DEEWR, *Submission 344*, p. 3.

25   DEEWR, *Submission 344*, p.13-14.

addressing disadvantage, supporting teacher and improving literacy and numeracy. The three National Partnerships are:

- The Smarter Schools National Partnership for Low Socio-economic Status School Communities ($1.5 billion);

- The Smarter Schools National Partnership for Literacy and Numeracy ($540 million); and

- The Smarter Schools National Partnership for Improving Teacher Quality ($550 million).[26]

2.27   The overall purpose of the Improving Teacher Quality Partnership is to broaden the pathways into teaching from the traditional entry points, particularly through employment based programs.

2.28   DEEWR elaborated:

> We have one being trialled currently, the Teach for Australia program, which is a national program. In addition to that, each state has designed its own pathway into teaching which has variations on Teach for Australia. It could be scholarships, internships or new ways of attracting people who have not thought of teaching before and also reforming the methodology for how teaching is taught.[27]

2.29   DEEWR stressed that the Partnership is about enhancing generic opportunities and that is why there are no measures pertaining specifically to teacher librarians.[28]

2.30   However, key reform activities under this initiative include establishing a national teacher workforce dataset and a component, Staff in Australian Schools Survey. DEEWR stated that it expects that data on specialist teacher librarians will be included in both the dataset and study.[29]

National Professional Standards for Teachers

2.31   Throughout 2010 MCEECDYA oversaw stakeholder consultation with the teaching profession and wider education community regarding the development of new national professional standards for teachers (a

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26   See the Smarter Schools website: DEEWR, 'Smarter Schools – Overview,' accessed 18 February 2011 at
      <http://www.deewr.gov.au/Schooling/Programs/SmarterSchools/Pages/_default.aspx>
      and DEEWR, *Submission 344,* pp. 4-5.

27   DEEWR, *Committee Hansard,* Canberra, 11 February 2011, p. 22.

28   DEEWR, *Committee Hansard,* Canberra, 11 February 2011, p. 22.

29   DEEWR, *Submission 344*, p. 4.

process which commenced in 2009).[30] The Australian Institute for Teaching and School Leadership has had carriage of producing the standards.

2.32   The School Education Minister, the Hon. Peter Garrett MP, unveiled the new national professional standards for teachers on 9 February 2011.[31]

2.33   The new standards apply to all teachers, including teacher librarians.

2.34   The standards describe what teachers should know and be able to do at four levels of professional expertise: Graduate; Proficient; Highly Accomplished and Lead Teacher. The standards make explicit, for those within and outside the profession, the knowledge, skills and dispositions required of teachers at each level.[32]

2.35   DEEWR explained how the new standards will be formalised:

> For instance, the first standard is the graduate standard, which describes the level of achievement that all teachers who are leaving the pre-service training will be up to. A set of program standards goes with that. So what we are moving towards, probably by 2012, is that all pre-service teacher education courses will have to go through accreditation with the Australian Institute for Teaching and School Leadership.[33]

2.36   The standards provide a basis for planning professional learning needs and determining career pathways.[34] DEEWR elaborated:

> The standards are a platform that in themselves do not make any difference; it is how they are going to be used that is essential.[35]

> The next piece of work that the Australian Institute for Teaching and School Leadership will need to undertake is to exemplify

30   DEEWR, *Submission 344*, p. 6.

31   The Hon. Peter Garrett, MP, Minister for School Education, Early Childhood and Youth, *Media release*, 'Teachers set to raise school standards,' 9 February 2011 and Australian Institute for Teaching and School Leadership (AITSL) website for standards: AITSL, 'National Professional Standards for Teachers,' accessed 18 February 2011 at <http://www.aitsl.edu.au/ta/go/home/op/preview/pid/797>.

32   AITSL, 'National Professional Standards for Teachers,' February 2011, accessed 18 February 2011 at <http://www.aitsl.edu.au/ta/webdav/site/tasite/shared/Standards/National%20Professio nal%20Standards%20%20Teaching/Teaching%20Standards%20January%202011/AITSL%20N ational%20Professional%20Standards%20for%20Teachers.pdf >.

33   DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 30.

34   DEEWR, *Submission 344*, p. 9.

35   DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 29.

those standards to see what they look like for a specialist area—for example, what it looks like for early childhood teachers, primary teachers and science teachers. I know there have been discussions with specialist groups such as the teacher librarians, school counsellors and so on…[and] this will be a critical stage of this year's work. This is intended to be a platform which embraces all the full range of teachers in schools.[36]

2.37   ASLA and ALIA stated that the library associations had been involved in developing the standards and 'that teacher librarians fit in quite comfortably with where the standards are at this stage.'[37]

2.38   They commented that teacher librarians by the nature of their dual qualifications already possess a highly accomplished set of skills.[38]

The Australian Curriculum

2.39   In 2008, Australian education ministers agreed that a national curriculum would play a key role in delivering quality education and committed to the development of a Foundation to Year 12 national curriculum. While development of the curriculum is the responsibility of all Australian governments, implementation is primarily the responsibility of states and territories.

2.40   The Australian Curriculum is being developed progressively under the auspices of the Australian Curriculum, Assessment and Reporting Authority (ACARA) and will start to be implemented by the states and territories from 2011. The Foundation to Year 10 Australian Curriculum for English, mathematics, science and history is now available, with consultation on other draft curriculum areas, namely languages, geography and the arts, continuing throughout 2011. Future phases of Australian Curriculum development will focus on other key learning areas identified in the Melbourne Declaration on Educational Goals for Young Australians, such as ICT.[39]

2.41   ICT has been identified as one of the ten general capabilities – alongside literacy, numeracy and others - that should be integrated across the curriculum. The Australian Curriculum will also be published online,

36   DEEWR, *Committee Hansard*, Canberra, 11 February 2011, pp. 29-30.

37   ASLA, *Committee Hansard*, Canberra, 11 February 2011, p 4.

38   DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p 4.

39   DEEWR, *Submission 344*, p. 7 and The Australian Curriculum website: Australian Curriculum and Reporting Authority, 'The Australian Curriculum,' accessed 18 February 2011 at <http://www.australiancurriculum.edu.au/Home>.

enabling it to be linked directly to online resources to support teaching
and learning.

2.42   Two newly established bodies will support the implementation of the
Australian Curriculum. The Australian Institute for Teaching and School
Leadership (AITSL), set up to provide national leadership for the
Commonwealth, state and territory governments in promoting excellence
in the professions of teaching and school leadership,[40] and Education
Services Australia (ESA), a not-for-profit ministerial company, created by
MCEECDYA to deliver innovative cost-effective services across all aspects
of education.[41]

2.43   DEEWR stated that the Australian Curriculum could impact on libraries
and teacher librarians in relation to their roles in:

- developing ICT competence in students;
- supporting teachers' access to curriculum information and
  resources, as well as professional development materials; and
- working with classroom teachers to embed information literacy
  across the curriculum.[42]

Main concerns

Staffing and resourcing commensurate with physical infrastructure investment

> A building does not make a library. It is about the resources
> inside, including qualified teacher librarians.[43]

2.44   Inquiry participants welcomed the Commonwealth Government's
substantial investment in school library infrastructure under the BER
program.

2.45   The Association of Independent Schools of South Australia stated:

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40   See AITSL website for details 18 February 2011 at http://www.aitsl.edu.au/ta/go.

41   See MCEECDYA website for details: MCEECDYA, 'Education Services Australia,' accessed 18
February 2011 at <http://www.mceecdya.edu.au/mceecdya/education_service_australia_-
_new_mceecdya_company,29996.html# >.

42   DEEWR, *Submission 344*, p. 9.

43   Ms B. McSwain, Public Libraries South Australia, *Committee Hansard*, Adelaide, 12 July 2010,
p. 34.

> Member schools indicated that this recent investment has made a significant difference to school libraries and resource centres in terms of accessibility of resources, utilisation of resources and maximisation of resource area space for a range of educational activities.[44]

2.46   ASLA also acknowledged the myriad of benefits conferred by the BER.[45]

2.47   However, many expressed concern that the investment in new buildings is not being matched by a commensurate investment in staffing and other necessary resources. The following statements are typical of the views in this vein expressed to the Committee:

> It is tokenistic and naive to assert that the mere construction of a physical library building is sufficient to yield any meaningful, tangible educational outcome. This is a first step which must be backed up by a commensurate commitment to the human resourcing of these facilities.[46]

> You can have the most wonderfully designed library space, but if there is no teacher librarian to provide for the educational, social and recreational needs of the students, and investment does not include an ongoing substantial library budget, the result will be a new room with outdated, worn and limited resources; and a library that is underutilised by the student and school community.[47]

> The billions spent by the Federal Government on library buildings will not translate into improvements in learning outcomes, unless that funding is accompanied by adequate resourcing, staffing, management, and administrative support for those libraries. In many Australian school libraries, this is presently non-existent.[48]

> Federal Government funding for the building of the new libraries has highlighted the lack of appropriately trained library staff within our primary schools.[49]

2.48   ASLA described a worst case scenario where new libraries will not have qualified staff, citing the Northern Territory (NT) where 62 new or

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44   Association of Independent Schools of South Australia, *Submission 372*, p. 5.

45   ASLA, *Committee Hansard*, Sydney, 28 April 2010, p. 3.

46   The Children's Book Council of Australia, *Submission 50.1*, p. 19.

47   Ms Y. Barrett, *Submission 368*, p. 1.

48   Children's Book Council of Australia, *Submission 50*, p. 4.

49   Mr Barns, Catholic Principals Association of Western Australia, *Committee Hansard,* Perth, 13 July 2010, p. 32.

refurbished libraries were approved for funding but only three had fully
qualified staff.[50] The NT Government agreed that recruitment and
retention of suitably qualified library staff at some sites, particularly
remote ones, will present a challenge.[51]

2.49   The NT Government explained that many of its smaller schools had
        limited library services given the small numbers of teachers and students
        in them. Such schools are resourced, according to a staffing formula which
        may only entitle them to a 0.1 or 0.2 library technician or part-time teacher.
        To ameliorate the situation, local principals and directors of school
        performance tend to build networks and the NT Government is in the
        process of developing a set of online support programs for a host of needs
        in remote areas as well. At this stage, a library support program is not
        intended, 'but it is possible'.[52]

2.50   ASLA Tasmania indicated that of the 57 government schools that had
        received library funding under the BER program, just seven had teacher
        librarians to make effective use of the new and refurbished facilities.[53]

2.51   Like the NT Department of Education, the Tasmanian Department of
        Education indicated that resources were an issue in respect of staffing
        under the current staffing quotas.[54]

2.52   Professor James Henri, President of the International Association of School
        Librarianship, summed up the concerns of many that the Federal
        Government's investment in school libraries is not being matched by the
        state and territory education authorities who are responsible for 'the
        funding of staffing and collections, and other information sources':

        A building is a building but without personnel what is the point?
        Without resourcing access to information what is the point?[55]

2.53   DEEWR stated that there had not been any discussions regarding how
        new libraries would be staffed and whether there was a sufficient pool of
        qualified teacher librarians to work in the new or refurbished libraries
        because these matters are the responsibility of state and territory
        education authorities.[56]

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50   ASLA, *Submission 327*, p. 4.
51   Northern Territory Government, *Submission 376,* p. 1.
52   NT Government, *Committee Hansard*, Darwin, 5 July 2010, p. 23.
53   Tasmania Government, *Submission 121*, p. 1.
54   Tasmanian Department of Education, *Committee Hansard*, Hobart, 30 April 2010, p. 62.
55   Your school library, *Submission 123*, pp. 1-2.
56   DEEWR, *Submission 344.1*, p. 1.

Technical support

2.54   ASLA referred to the additional pressures and expectations being placed on teacher librarians, with the rollout of computers on a 1:1 basis in secondary schools, through the National Secondary School Computer Fund. According to ASLA, where there is no IT technical support in the school, by default, the school library and its staff have become the central point for the management and maintenance or storehouse of laptops.[57]

> These tasks are above the usual tasks or role of a teacher librarian and yet no additional time has been provided...In an average six period day in a high school, 1.5 hours can be used in the circulation of laptops. This means that teaching and learning services are diminished by an equivalent 1.5 hours.[58]

2.55   Ms Rosalind Winter, former Lecturer in Charge of Teacher Librarianship Education at Monash University concurred:

> It is a shame that people who should be able to spend time working with students and teaching them actually spend an awful lot of time administering bits of machinery.[59]

2.56   ASLA shed a more positive light on the extra responsibilities of teacher librarians: some teacher librarians enjoy performing that particular role and it is a way to develop and enhance the delivery of library and information services.[60]

2.57   Mrs Skinner, Library and Information Services Director at Stuartholme School, advised that the laptops her school had received under the DER scheme had initially required library staff to take on additional responsibilities, specifically, developing policies and procedures needed to manage students' borrowing of the laptops, but:

> Significantly, the use of the laptops provided greater opportunity for students to access on-line and digital resources, to develop research and note-taking skills and to create professional assessment items ranging from research papers to multimodal presentations.[61]

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57   ASLA, *Submission 327*, p.5.

58   ASLA, *Submission 327*, p.5.

59   Ms R. Winter, *Committee Hansard*, Melbourne, 29 April 2010, p. 28.

60   ASLA, *Committee Hansard,* Sydney, 28 April 2010, p. 11 and ASLA, *Committee Hansard,* Canberra 24 June 2010, p. 2.

61   Mrs Skinner, *Submission 334*, p. 4.

2.58   DEEWR acknowledged that the support for technology in schools had
        been ad hoc and:

>   what we are trying to do with the DER funding is to provide
>   sufficient funding for there to be proficient professional support.[62]

2.59   The Department noted that in NSW and elsewhere, for example in the
        ACT, technical support and the presence of support officers are funded as
        part of the program.[63]

Equitable access to quality online databases

2.60   ASLA observed that as students have increasing access to technology like
        laptops, they have a corresponding need for online resources. While
        teacher librarians provide online resources for student use, the Committee
        was told that there is limited funding available for user-pay services such
        as online databases, which hinders learning opportunities.[64]

2.61   Online databases are often expensive to subscribe to. One teacher librarian
        stated:

>   ...unless you have a large budget you would be lucky to have
>   one...in my school library, about 25% of my budget goes on
>   databases.[65]

2.62   Another teacher librarian said:

>   One of the things that have become apparent to me over the past
>   few years is the enormous number of databases that are out there
>   and how expensive they are.[66]

2.63   The Committee heard that schools vary in their technological and financial
        capacity to be able to subscribe to databases. This is especially true for
        small regional and rural schools and low socio-economic status areas.[67]

2.64   ASLA commented:

>   I know from feedback we receive that small schools or schools not
>   in high-socio-economic areas find it extremely difficult to access
>   these online databases. While Electronic Resources Australia has

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62   DEEWR, *Committee Hansard*, Canberra, 17 June 2010, p. 4.

63   DEEWR, *Committee Hansard*, Canberra, 17 June 2010, p. 4.

64   ASLA, *Submission 327*, p. 5.

65   Mrs Ainsworth, *Committee Hansard,* Perth, 13 July 2010, p. 12.

66   Mrs Ainsworth, *Committee Hansard,* Perth, 13 July 2010, p. 2.

67   ASLA, *Committee Hansard*, Canberra, 24 June 2010, p. 4.

> tried to provide these databases at a lower cost rate, because of the lack of a total licensing structure it has not been possible, and schools often tell us they cannot afford it. So it is a total equity and access issue. Every school should have access to these online databases, no matter where they are and no matter what their socioeconomic standing is.[68]

2.65   As ASLA indicated, schools currently have access to a National Library Program administered program, Electronic Resources Australia, which subsidises database subscriptions on an opt-in basis. The Committee learnt that pricing for a school with 100 students typically can range from $100 – $200 to $900 per product, whereas pricing for a school with 1 000 students can range from $700 - $800 to $2 800 per product.[69]

2.66   Electronic Resources Australia (ERA) elaborated on the National Library Program scheme which they administer:

> We negotiate licenses for libraries in all sectors...there are quite significant discounts if we have more libraries buying in. We now have about 650 libraries [participating] including tertiary institution libraries and public libraries...about 8.8 million Australians have access to resources.[70]

2.67   Presently only a small percentage of schools subscribe to the opt-in scheme, some 650 Australian schools out of a total of 9 500.[71] By far, the majority of schools that do subscribe are those in urban areas. Few schools from rural areas hold subscriptions.[72]

2.68   As alluded to in chapter one the school library budget of many schools is limited. According to the Children's Book Council of Australia Library Survey, the average school library budget of respondent schools equated to only $25 per child and some 52 per cent of respondents reported receiving less than $20 per child per year. The CBCA indicates that would not be enough to buy one book per child per year, let alone fund a subscription to an electronic database.[73]

2.69   ERA supported subsidising the subscription of more, if not all, schools to the program, stating that for an indicative annual outlay of only $ 4.8

68   ASLA, *Committee Hansard*, Canberra, 24 June 2010, p. 4.

69   ERA, *Submission 265.1*, p. 1.

70   ERA, *Committee Hansard*, Canberra, 13 May 2010, p. 2.

71   ERA, *Committee Hansard*, Canberra, 13 May 2010, p. 2.

72   See Table, Breakdown of school libraries that are ERA members by government/non-government and rural, in ERA, *Submission 265.1*, p. 1.

73   CBCA, *Submission 296*, p .4.

million by the Commonwealth Government every school in Australia could be provided with access to a set of 11 key electronic resources, including electronic encyclopaedias and other resources relevant to the curriculum. These resources: [74]

> include thousands upon thousands of encyclopaedia articles, journals, electronic books and interactive learning products; we are talking about quite a rich array of information [being made] available to every school in Australia, irrespective of location or financial capacity.[75]

2.70   ERA referred to two examples of best practice overseas:

- Iceland where the government buys a set of resources for everyone, able to be used at home, school, work or university; and

- New Zealand where there is a purchasing consortium for all libraries and the NZ Department of Education pays for the school library component of that.[76]

2.71   An additional point made by ERA is that school students must also have after-school access to the resources. This is because international research shows that after-school use is as important to students as access during school hours is.[77]

2.72   A number of witnesses endorsed the way that the New Zealand Government makes available electronic resources to all schools through the Electronic Purchasing in Collaboration consortium.[78]

2.73   Public Libraries South Australia similarly thinks that there should be a national consortium of a suite of online databases available to any child in the country, especially secondary students.[79]

2.74   The School Library Association of Queensland agreed, saying that a national purchasing agreement would make it easier for schools to budget for databases from year to year:

> While this year you may be able to purchase access to a database, if there is a massive issue at the school where funds need to be

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74   ERA, *Submission 265*, p. 5.

75   ERA, *Committee Hansard*, Canberra, 13 May 2010, p. 3.

76   ERA, *Committee Hansard*, Canberra, 13 May 2010, p. 2.

77   ERA, *Committee Hansard*, Canberra, 13 May 2010, p. 2.

78   Ms Ainsworth, *Committee Hansard*, Perth, 13 July 2010, p. 2.

79   Public Libraries SA, *Committee Hansard*, Adelaide, Adelaide, 12 July 2010, p. 35.

directed somewhere else, the next year you may not be able to do it. There is no consistency, so having a national purchasing agreement would certainly make life easier.[80]

2.75 In addition to a consortium having greater purchasing power, ERA suggested that the more schools that subscribe to the program, the more advantages will ensue for individual schools. For instance, vendors will often provide add-on services which can be as valuable as the products themselves. These can include training programs for staff and students.[81]

2.76 Some witnesses, however, were less enthusiastic about a centralised system where each school library would receive a designated set of resources. One teacher librarian from Byron Bay High School said that:

> You also need the capacity at the school level for the school to identify resources that will meet its particular needs. At Byron Bay High School we have a big demand for surf related resources that might not apply somewhere else. So we need that type of flexibility.[82]

2.77 Other librarians pointed out that secondary schools use the databases far more than primary schools and therefore membership of databases is not nearly as relevant in a primary environment.[83]

2.78 DEEWR advised that database purchasing arrangements is one of the issues that the Department is looking at to ensure that schools have access to all the information they need to effectively deliver schooling through the structure of the national curriculum.[84]

2.79 DEEWR noted that, in addition to a number of national committees looking into copyright issues, a roundtable of the publishing industry would examine better mechanisms for schools to access commercially produced material so that they do not have to go to a range of places with different intellectual property regimes. The roundtable would also look at a more manageable solution for schools to have access to both wholly government funded information and privately produced material.[85]

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80   School Library Association of Queensland, *Committee Hansard,* Brisbane, 6 July 2010, p. 16.

81   *Committee Hansard*, Canberra, 13 May 2010, p. 4.

82   Mr J. Richardson, NSW Teachers Federation and Teacher Librarian, Byron Bay High School, *Committee Hansard,* Sydney, 28 April 2010, p. 28.

83   Ms Plowman, Catholic Education Office, and Ms Neilson, ASLA, *Committee Hansard*, Canberra, 27 May 2010, p. 12.

84   DEEWR, *Committee Hansard*, Canberra, 17 June 2010, p. 12.

85   DEEWR, *Committee Hansard*, Canberra, 17 June 2010, p. 12.

2.80   DEEWR reported that there had since been two, very positive, roundtable meetings held. At these meetings publishers agreed that, as a collective, they did not yet have a cohesive view of how they want to sell online products to schools, especially regarding licensing editions. They undertook to commission further work:

> in that space around the generation of generic licences to be used
> for educational use of their products. [86]

2.81   On the issue of how schools will be able to get the best access to products which support delivery of the national curriculum, particularly commercial products:

> It was agreed that when [publishers] were sufficiently advanced in
> [developing generic licences] that there would be an opportunity
> for a joint working party between the public sector and the
> publishing industry to further advance that.[87]

2.82   The Committee believes that funding a core set of online databases along the lines of that proposed by ERA could provide a foundation upon which schools, if they wished and had the means, could build on. A core set of online databases would need to be determined by relevant stakeholders, including the Commonwealth Government, state and territory education authorities, the National Library and library associations, taking into account the new curriculum. This could be achieved with relatively little expense to the Australian taxpayer.

2.83   The Committee is aware that it can be a common feature of database packages that licenses include materials that schools may use and others that schools may not. The Committee recognises that a degree of flexibility needs to be built into the system so that schools can have some say in selecting the resources most appropriate to their needs.

2.84   The Committee believes that whatever basic set of online databases is selected, it should be viewed as a base or integral component of the library services at that school rather than a panacea for the school library. Someone, ideally a teacher librarian, should manage the subscription.

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86   DEEWR, *Committee Hansard,* Canberra, 11 February 2011, p. 23.
87   DEEWR, *Committee Hansard,* Canberra, 11 February 2011, p. 23.

Recommendation 1

> **The Committee recommends that the Commonwealth Government partner with all education authorities to fund the provision of a core set of online database resources, which are made available to all Australian schools.**

Cybersafety

2.85   ALIA acknowledged the Commonwealth Government's interest and activity in developing policies and programs to protect children in the online environment.[88] This is something that the Parliament is also currently investigating via a Joint Select Committee inquiry into cybersafety.[89]

2.86   In an environment where technology and teaching and learning are increasingly converging, the one-to-one computer initiative is being rolled out and iPads are introduced into classrooms, children need to be taught about the appropriate use of a wide range of digital resources and technology, including cybersafety, cyber-bullying, privacy and identity theft.[90]

2.87   In ALIA's view, teacher librarians are ideally placed to provide this support and to facilitate the availability of this content across all years. Further, school libraries are also the platform to facilitate professional development to teachers in this area.[91] The NSW Teachers Federation echoed this sentiment:

> Copyright issues, cyber-bullying, plagiarism and digital citizenship are all part of the vital role that we see teacher librarians playing.[92]

2.88   Teacher librarians are already undertaking this educational role. A teacher librarian from Engadine High School stated that she had been active in her

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88   ALIA, *Submission 332,* p. 21.

89   See the Joint Select Committee on Cyber-Safety website for details. Accessed 18 February 2011 at <http://www.aph.gov.au/house/committee/jscc/index.htm>.

90   ALIA, *Submission 332,* p. 21 and ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 6.

91   ALIA, *Submission 332,* p. 21.

92   NSW Teachers Federation, C*ommittee Hansard*, Sydney, 28 April 2010, p. 20.

school's teaching about cyber-bullying.[93] Another spoke of her experience in developing a school's cyber-bullying policy with the school principal.[94]

2.89   ALIA elaborated on the positive role that teacher librarians can play in the advancement of cyber-security, identity protection and the like, indicating that there are a range of programs available for schools and pilot programs, which ALIA supports. These include the *e-Smart schools and Libraries Program* with the Alannah and Madeleine Foundation and corporate programs like *Think You Know*.[95]

2.90   ALIA said that while there is a lot of activity in this area (including cybersafety programs through the Australian Communication and Media Authority (ACMA) and the Department of Broadband, Communications and the Digital Economy and indeed their work with the ACMA, to produce a cybersafety guide for library staff), ACMA was underfunded with regards to its ability to deliver cybersafety programs to schools and more work needs to be done.[96]

2.91   ASLA suggested that the Commonwealth Government fund the development and delivery of a parent program on digital literacy and cyber-safety to help parents support their child's learning in partnership with ASLA.[97]

2.92   At the same time, ASLA cautioned against rolling out additional programs for implementation by schools.

> Cybersafety is part of digital literacy...it should be embedded [in the national curriculum]...the last thing schools need is one more program that we have to do on top of everything else.[98]

2.93   ALIA agreed that education on cybersafety matters is not something that is just the responsibility of the school library, but rather that of the wider school community.[99]

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93   Ms Yates, Sutherland Shire Teacher Librarians Network, *Committee Hansard,* Sydney, 28 April 2010, p. 35.

94   *Committee Hansard,* 24 June 2010, Canberra, p. 11.

95   ALIA, *Committee Hansard,* Melbourne, 29 April 2010, p. 6.

96   ALIA, *Committee Hansard,* Melbourne, 29 April 2010, p. 5 and ALIA, *Submission 332,* p. 19.

97   ASLA, *Submission 327,* p. 17.

98   ASLA, *Committee Hansard,* Canberra, 24 June 2010, p. 10.

99   ALIA, *Committee Hansard,* Melbourne, 29 April 2010, p. 6.

Devolution of management to school principals and implications for resourcing school libraries

2.94   ASLA referred to the trend in recent times to devolve school management to school principals (otherwise known as school based management) (SBM). This means that principals are responsible for making decisions on matters related to the operational budget of their school. This has often resulted, in government schools especially, in a diminishing budget allocation to the school library for resources and staff. ASLA quoted the results of the Australian School Libraries Research Project:

> Across the whole survey group 45% of schools received less than $10 000 as their annual budget...12. 5% of the schools reported an annual budget of less than $1 000...Few libraries reported budgets over $50 000, and these tended to be large independent schools.

> Staffing level results indicated over 50% of schools in this survey had no professional staff or less than one FTE [full-time equivalent] working in their school library.[100]

2.95   The NSW Primary Principals Association acknowledged that the library and teacher librarian's role can be overlooked by principals. She said:

> The perception around libraries is, 'Let's go and fund something else because the library is all in place.' The library physically might be all in one place but the learning, including the teacher librarian's learning – connecting with children - might not be in place, and, yes, I feel it has been neglected.[101]

2.96   Many submitters felt that school principals needed to be made more aware of the potential contributions of teacher librarians. Principals' perceptions of teacher librarians and how to shift negative views so that their recruitment is looked upon more favourably is a topic examined in chapter four.

2.97   ASLA Tasmania said that there are many advantages to school based decision making, not least that it allows principals and management teams to develop a staffing structure that meets the specific needs of their area. The problem is not SBM, but rather that:

> There is never enough funding in a school to do all the things that you want to do.[102]

100 ASLA, *Submission 327*, p. 6.

101 Ms J. Fogarty, NSW Primary Principals Association, *Committee Hansard,* Sydney, 28 April 2010, pp. 24-25.

102 ASLA Tasmania, *Committee Hansard*, Tasmania, 30 April 2010, p. 5.

2.98   DEEWR spoke about the merits of SBM. The Department cautioned
        against centralised decision making by remote bureaucrats about what the
        local school structure should be and how teachers should or should not be
        rewarded, saying that decision making closer to the actual delivery and
        responsibility was generally considered to be a better model:

> For example, it is the philosophy behind the My School website
> that you provide an accountability - a clarity - around what is
> happening at the local level and have a large number of people
> involved in the process at that local level, guiding what happens,
> rather than a small number of people remotely attempting to do
> so. [103]

2.99   DEEWR referred to the Australian Institute for Teaching and School
        Leadership's role in drafting professional standards for school leaders
        which can help guide principals in their decision making.[104]

Consultation on national curriculum and teaching standards

> The introduction of the national curriculum gives us an
> opportunity to revisit the way we support embedding expertise
> around ICT literacy into our schooling.[105]

2.100   Charles Sturt University and Joint Use Libraries South Australia
        supported a general view about the important role that teacher librarians
        can play in helping determine and implement the ICT component of the
        national curriculum:

> The role of the teacher librarian should be as an integral partner in
> curriculum design and teaching...and in managing the provision
> of digital and physical learning resources.[106]

> We feel that adequate and systematic attention to these cross-
> curriculum capabilities [like ICT] will definitely be at risk in
> schools where the teacher librarian, with their cross-curriculum
> perspective and knowledge, information literacy and ICT
> expertise, is not there to become an important change agent in
> these curriculum reforms.[107]

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103 DEEWR, *Committee Hansard,* Canberra, 17 June 2010, p. 5.

104 DEEWR, *Committee Hansard,* Canberra, 17 June 2010, p. 5.

105 Mr Green, Department of Education and Training, NT, *Committee Hansard,* Darwin, 5 July
     2010, p. 26.

106 Charles Sturt University, *Submission 108*, p. 5.

107 Joint Use Libraries Australia, *Submission 217*, p. 3.

2.101   The Committee asked about the extent of consultation that library peak bodies and stakeholders had had during the development of the national curriculum.

2.102   ASLA noted that it had been involved in a range of different discussion forums managed by AITSL, including the negotiation of new teacher standards, and that the discussion process had been constructive:

> We feel that the standards actually meet teacher librarian requirements quite well.[108]

2.103   ASLA stated that there needs to be more communication between professional teaching associations and government but the main concern for them lies with how the new national standards will be interpreted or incorporated at local jurisdiction levels.[109]

2.104   The Committee is of the view that there needs to be ongoing consultation and cooperation between the Commonwealth, state and territory education authorities, non-government sector and library associations on all major reforms.

2.105   The Committee recommends that the Commonwealth Government continue its engagement with primary and secondary school stakeholders (including state and territory education authorities, the non-government sector and library associations) on the development of the national curriculum (especially ICT components), teaching standards and other reform initiatives that impact on school libraries and teaching librarians.

Leadership opportunities at the national level

2.106   ASLA said there is a need for strong leadership policy statements at the national level regarding digital information and 21st century learning skills:

> ...we have the opportunity now [building on recent reforms including development of the national curriculum and the National Broadband Network] to have some very strong leadership policy statements made [at the national level] in regard to digital information literacy and 21st century learning skills.[110]

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108   ASLA, *Committee Hansard,* Canberra, 24 June 2010, p. 1.
109   ASLA, *Committee Hansard,* Canberra, 24 June 2010, p. 1.
110   ASLA, *Committee Hansard*, Canberra, 24 June 2010, p. 4.

2.107   In today's world, in the words of Ms Bonanno of ASLA, 'digital literacy is
         as important as reading, writing and doing your sums.'[111]

2.108   Yet, it is not necessarily clear what digital literacy or its conferred benefits
         are. ASLA told the Committee that a motherhood statement at the
         Commonwealth level would be useful because it would flow through to
         DEEWR and help set the direction, providing a framework for the
         deployment of appropriate resources and funding to schools.[112]

> It gets the schools to start to focus on how they can bring together
> a lot of the current discussions and resources about education. It
> has to have a future focus. We cannot be dealing with traditional
> ways of doing schooling.[113]

2.109   ASLA envisages that such a statement would define digital literacy and
         seek to place it in the context of the national curriculum and the
         curriculum's focus on inquiry-based learning. It would also refer to the
         need for students to become good digital citizens (referring to cyber-
         etiquette and social responsibility) and the information skills tools and
         technological capabilities that students will require in order for them to
         become an 'independent global citizen type of learner who [has] the skills
         to survive the 21st century.'[114]

2.110   The Committee asked DEEWR to comment on the extent to which digital
         literacy is already incorporated in government policies. DEEWR
         responded that 'digital literacy skills are embedded in the details' of the
         national curriculum developed to date.[115] Dr Arthur of DEEWR added:

> Certainly, as ACARA [develops the years 11 and 12 curriculum],
> the issue will become a lively one and there will obviously be an
> opportunity for government to determine whether or not it wishes
> to make a policy statement in that area.[116]

2.111   The Committee also notes President Obama's proclamation of a digital
         literacy awareness month in October 2009. In his media release about it the
         President referred to the need for all Americans to be adept in ways to
         effectively navigate the information age. He stated:

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111 ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 8.
112 ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 11.
113 ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 8.
114 ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 8.
115 ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 26.
116 ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 26.

Each day we are inundated with vast amount of information [through television, radio and an immense array of online resources]. Though we may know how to find the information we need, we must also know how to evaluate it... This new type of literacy requires competency with communication technologies, including computers and mobile devices that can help in our day-to-day decision-making.[117]

Recommendation 2

The Committee recommends that the Commonwealth Government work with the states and territories to develop a discrete national policy statement that defines the importance of digital and information literacy for learning in the 21st century, which can be used as a guide by teachers and principals.

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[117] White House, Office of the Press Secretary, media release, "National information literacy awareness month, October 2009," Proclamation of the President of the United States, accessed 17 March 2011 at <http://www.whitehouse.gov/the_press_office/presidential-proclamation-national-information-literacy-awareness-month/>.

3

Potential of school libraries and teacher librarians to contribute to improved educational and community outcomes

> Having access to electronic information can never replace the contributions to learning provided by teacher librarians. The role of school information services and teacher librarians are key factors in the improved delivery of curriculum outcomes, attainment of the goals of education, promotion of literacy and reading, information literacy, technology use in schools and the curriculum, cyber-safety education, provision of print and digital resources and lifelong learning.[1]

Research proving the link between school libraries and scholastic achievement

3.1   The Australian Library and Information Association (ALIA) said that there is much research evidence from the United States, Canada, Britain and Australia that students attain higher levels of achievement when they have access to an adequately resourced school library staffed by a qualified teacher librarian.[2] The Committee was provided with a reference list of this research.[3]

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1   ALIA, *Submission 332*, p. 6.
2   ALIA, *Submission 332*, p. 9.
3   ALIA *Submission 332*, pp. 35-37.

International research findings

3.2   The Australian School Library Association (ASLA) website provides links to seminal research about the contributions of school libraries to students and the community. Research includes the *School Libraries Work!* Research Foundation Paper by the United States National Commission on Libraries and Information Science (reissued in 2008); the Colorado study; and Ohio study.[4]

3.3   According to the *School Libraries Work!* study:

> A substantial body of evidence since 1990 shows a positive relationship between school libraries and student achievement. The research studies show that school libraries can have a positive impact on student achievement, whether such achievement is measured in terms of reading scores, literacy or learning more generally.[5]

3.4   Dr Fitzsimmons, Chairman of the National Commission on Libraries and Information Science concluded:

> From our perspective, a critical part of the comprehensive and renewed strategy to ensure that students learn to read and are effective users of information and ideas is the requirement that every school have a school library and that school libraries be staffed by highly qualified, state certified, school library media specialists.[6]

3.5   The first Colorado study, conducted in 1993, was considered groundbreaking insofar as it documented the link between a school's academic achievement and the presence of a professionally staffed school library. The methodology has since been duplicated in other American states and in Australia.[7]

3.6   The third and most recent Colorado report published in 2010 had findings consistent with the previous two studies. Namely, students tend to perform better on achievement tests where school libraries have:

- More full-time equivalents of staffing;
- Larger collections of periodicals and instructional videos;

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4   ALSA, 'Research,' accessed 18 February 2011 at <http://www.asla.org.au/research/>.

5   U. S. National Commission on Libraries and Information Science, Research Foundation Paper, *School Libraries Work!*, 2008 3rd. Ed, p. 10.

6   U. S. National Commission on Libraries and Information Science, Research Foundation Paper, *School Libraries Work!*, 2008 3rd. Ed, p. 4.

7   Ms S. Hewer, *Submission 269,* p.1.

- Better networked online resources made accessible via computers in the library, as well as in classrooms, labs and offices;
- Higher total library expenditures; and
- Heavier use, as indicated by both library visits and circulation.[8]

3.7 According to the authors of the third Colorado report, similar findings have been generated by studies across numerous other American states, as well as the Canadian province of Ontario. The studies show that the relationships between library programs and test performance cannot be explained away by other school or community conditions.[9]

3.8 Other factors critical to achieving the higher test results identified in more recent Indiana and Idaho studies (which were premised on the Colorado model) include principals valuing teacher librarians and ICT literacy.[10]

3.9 Other factors deemed to be of importance were:

- Flexibly scheduled access to the library;
- Collaboration between the school library and classroom teachers in the design and delivery of instruction;
- Provision of in-service professional development opportunities to teachers by the librarian;
- Appointment of the librarian to key school committees;
- Regular meetings between the librarian and principal; and
- Addressing the instructional role of the teacher librarian during librarian interviews.[11]

3.10 Further, credentialed librarians were two to three times more likely to report engaging in most of the activities listed above at least weekly, as opposed to others deputised to run the library.[12]

3.11 The Ohio study by Dr Kuhlthau and Dr Todd included a diagram 'Model of the School Library as a Dynamic Agent of Learning,' which is included

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8   Library Research Service, *School librarians continue to help students achieve standards: The third Colorado Study* (November 2010), p. 20.

9   Library Research Service, *School librarians continue to help students achieve standards: The third Colorado Study* (November 2010), p. 20.

10 Library Research Service, *School librarians continue to help students achieve standards: The third Colorado Study* (November 2010), p. 20.

11 Library Research Service, *School librarians continue to help students achieve standards: The third Colorado Study* (November 2010), p. 20.

12 Library Research Service, *School librarians continue to help students achieve standards: The third Colorado Study* (November 2010), p. 20.

below because it is a useful pictorial representation of the components of high-performing school libraries and teacher librarians.

Figure   1.0 Model of the School Library as a Dynamic Agent of Learning

Model of the School Library as a Dynamic Agent of Learning
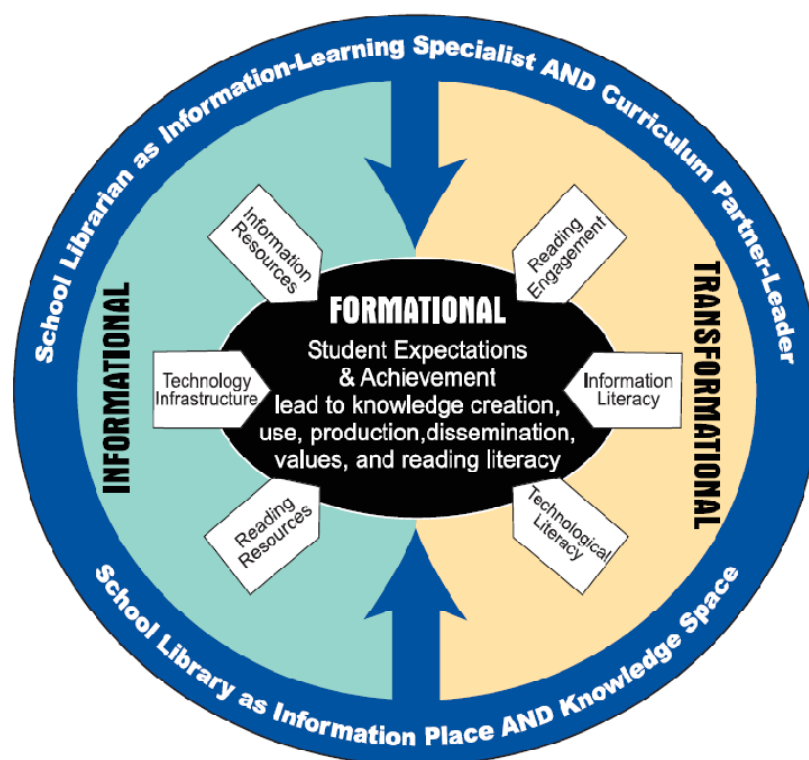
(C) 2004 Ross J. Todd, Carol C. Kuhlthau and OELMA. Additional information about the Student Learning Through School Libraries research study may be found at http://www.oelma.org/studentlearning.htm.

Source   Ohio Educational Library Media Association Research (OELMA) Study

3.12   The Ohio study has been replicated in Australia. Just under 7 000 students from years 7-12 in Queensland and Victorian schools responded to a survey conducted by Ms Hay of Charles Sturt University about how the library helped them. The results in Australia mirrored those in the United States, namely that:

> Where there is a well-resourced school library and a teacher librarian, the students indicated that both the environment and personnel contributed to their learning and supported them in their academic learning, in particular, helping them to prepare

their work, to prepare presentations and to complete research
tasks and assignments.[13]

3.13   Ms Hay wished to highlight an especially interesting finding of her study,
namely the increased importance of ICT assistance from teacher librarians:

> It was interesting to see that of the seven key forms of assistance a
> school library could provide, the students rated most highly those
> that related to technology, but the teacher librarians and teachers
> of those students, who also completed the survey, did not see the
> provision of technological support by the library as being as
> important to the students as other forms of help.[14]

Australian research findings

3.14   Evidence to the inquiry, including that from library associations, referred
to the Lonsdale report,[15] which showed that 'a well stocked school library
and a teacher librarian makes a difference to the reading achievement of
students.' Lonsdale found that:

> Existing research shows that school libraries can have a positive
> impact, whether measured in terms of reading scores, literacy or
> learning more generally, on student achievement. There is
> evidence to show that a strong library program that is adequately
> staffed, resourced, and funded can lead to higher student
> achievement regardless of the socioeconomic or educational levels
> of the adults in the community.[16]

3.15   ALIA emphasised two key findings of the Lonsdale study. First, that the
quality of the library's collection has an impact on student learning and,
secondly, that test scores are higher when there is a greater usage of the
school library resource centre.[17]

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13   ASLA, *Committee Hansard*, Sydney, 28 April 2010, p. 10.

14   Charles Sturt University, *Committee Hansard*, Canberra, 3 June 2010, p. 7.

15   M. Lonsdale, 'Impact of school libraries on student achievement: a review of the research,'
      2003, accessed 18 February 2011 at <http://www.asla.org.au/research/Australia-
      review.htm>.

16   M. Lonsdale, 'Impact of school libraries on student achievement: a review of the research,'
      2003, p.30, accessed 18 February 2011 at <http://www.asla.org.au/research/Australia-
      review.htm>.

17   ALIA, *Submission 332*, p. 9.

3.16   An earlier Australian Council for Educational Research report, known as the Masters and Forster study,[18] was also cited by ASLA because it identified several school and teacher variables that were associated with literacy achievement, including, extensive use of the school library by each teacher's class:

> This factor was associated with a difference of as many as 27 points in students' literacy achievements when compared with non-use of the library.[19]

3.17   The international research linking libraries to student achievement is a useful backdrop against which to consider the Australian evidence, not least because some of that research has been replicated here.

Evidence-based practice

3.18   Dr Ross Todd of the Centre for International Scholarship in School Libraries described the importance of 'evidence based practice (EBP)' in influencing the recognition of teacher librarians. Dr Todd explained that EBP is the process of teacher librarians documenting how they make a difference to learning at their school and bringing it to the attention of principals, teaching colleagues and parents.[20] More than just proving the worth of teacher librarians, EBP is about 'demonstrating the vitality of our [teacher librarians'] contributions to learning.'[21]

3.19   While there is no standard approach to evidence-based practice and strategies can vary from school to school, it is essentially about creating assignments that tie the library to the classroom curriculum.[22]

3.20   Dr Todd suggests that a good starting point for teacher librarians is to focus on collaborative lessons with teaching colleagues, who, he says, can

18   G. Masters and M. Forster, 'Mapping Literacy Achievement: Results of the 1996 National School Literacy Survey,' 1997, accessed 18 February 2011 at <http://www.dest.gov.au/mla/mla.pdf>.

19   G. Masters and M. Forster, 'Mapping Literacy Achievement: Results of the 1996 National School Literacy Survey,' 1997, p. 207, accessed 18 February 2011 at <http://www.dest.gov.au/mla/mla.pdf>.

20   CIISL, *Submission 163,* p. 4 & Todd, R., 'How to prove you boost student achievement,' *School Library Journal,* 4 January 2003, accessed 18 February 2011 at <http://www.schoollibraryjournal.com/article/CA287119.html>.

21   Todd, R., 'How to prove you boost student achievement,' *School Library Journal,* 4 January 2003, accessed 18 February 2011 at <http://www.schoollibraryjournal.com/article/CA287119.html>.

22   Todd, R., 'How to prove you boost student achievement,' *School Library Journal,* 4 January 2003, accessed 18 February 2011 at <http://www.schoollibraryjournal.com/article/CA287119.html>.

become their biggest advocates, when they see them making a difference to their students' learning. While planning lessons, teacher librarians need to clearly identify what they are teaching and prove how their methods are successful. The documentation might take the form of samples of students' work, surveys or test scores.[23]

3.21 For instance, a Melbourne teacher librarian devised a collaborative lesson with a history teacher colleague in order to help students develop more effective internet search strategies. The teacher librarian created a checklist that asked students to describe their search techniques for the assignment. Then the teacher librarian showed them the flaws in their techniques and gave them a lesson on how to more effectively find primary documents and other quality resources. The teacher librarian then surveyed the students on how that lesson assisted them better find the resources they were searching for, ultimately being able to demonstrate that her lesson had improved the quality of their projects.[24]

3.22 ASLA referenced Ms Gillespie, a teacher librarian who worked to improve literacy levels across her whole school after receiving the school's first NAPLAN test results. She assisted teaching colleagues to provide resources that would support classroom activities.[25]

3.23 The Committee appreciates that evidence-based practice takes time on the part of teacher librarians but agrees that documenting and highlighting examples of teacher librarians' successes in improving educational and community outcomes is critical to illustrating the enormous potential of school libraries to help students achieve better results. The Committee will discuss further the need for teacher librarians' self-promotion and marketing later in this chapter.

Literacy and the role of teacher librarians

3.24 ALIA referred to the United Nations Educational, Scientific and Cultural Organisation's statement on literacy, which describes literacy as a human

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23 Todd, R., 'How to prove you boost student achievement,' *School Library Journal,* 4 January 2003, accessed 18 February 2011 at
<http://www.schoollibraryjournal.com/article/CA287119.html>.

24 Todd, R., 'How to prove you boost student achievement,' *School Library Journal,* 4 January 2003, accessed 18 February 2011 at
<http://www.schoollibraryjournal.com/article/CA287119.html>.

25 ASLA, *Committee Hansard*, Canberra, 24 June 2010, p. 5 and ASLA, *Submission 327*, p. 8.

right, a tool of personal empowerment and a means for social and human development.[26]

3.25   In chapter one reference was made to Australia's declining literacy performance as reported in a recent Organisation for Economic Cooperation and Development study. According to the Australian Bureau of Statistics latest figures:

> Just over half (54%) of Australians aged 15 to 74 years were assessed as having the prose literacy skills needed to meet the complex demands of everyday life and work. Results were similar for document literacy with 53% and numeracy with 47% achieving this level.[27]

3.26   The Committee endorses ALIA's statement that, 'the importance of literacy is indisputable and crucial for students' future participation in the Australian economy and society.'[28]

3.27   It was impressed upon the Committee that literacy in the modern age is about so much more than just reading and writing. Today our technological society requires students to have information and communications technology skills (sometimes referred to as digital literacy skills) as well:

> This means that not only can students use a computer to do word processing and spreadsheets, but can also create, read and write digitally in order to access the internet, find and edit digital information, participate in electronic communications, and use online information and communications networks.[29]

3.28   ALIA summarised the importance of having a teacher librarian in schools to support students' attainment of a range of literacies, as follows:

> Schools with a qualified teacher librarian select appropriate fiction and non-fiction resources, and promote, design and coordinate literacy, literature, and information literacy programs across the school [to] improve literacy outcomes.

> Literacy outcomes are enhanced by teacher librarians who provide curriculum support and design resource-based learning programs.

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26   ALIA, *Submission 332*, p. 11.

27   Australian Bureau of Statistics, media release, *Australia's literacy and life skills,* 28 November 2007.

28   ALIA, *Submission 332*, p. 11.

29   ALIA, *Submission 332*, p. 13.

> Teacher librarians teach digital literacy skills to both students and
> other teachers alongside information literacy skills. Such skills
> include verifying credible sources online and how to cite electronic
> resources. Issues such as copyright and plagiarism are also
> included.[30]

Supporting classroom teachers

3.29   As alluded to elsewhere in this chapter, especially in the sections on
        evidence-based practice, literacy and NAPLAN results, teacher librarians
        clearly have a very important role to play in assisting classroom teachers
        in schools.

3.30   The Committee heard how teacher librarians are assisting classroom
        teachers to teach their students effective research skills and search
        strategies for finding appropriate information for their projects on the
        internet and via online databases. These include advanced skills that some
        classroom teachers may not have themselves, or may appreciate assistance
        with owing to time pressures they face.

3.31   Teacher librarians can also prove invaluable in helping teachers select
        appropriate teaching materials to support the curriculum. They design
        and coordinate a range of learning resources. Their value as skilled
        practitioners cannot be underestimated:

> Through collaboration and involvement in curriculum design and
> delivery, teacher librarians model information literacy practices to
> teachers and ensure consistent practices are established across
> disciplines and grade levels.[31]

3.32   These skills will be especially important as the new national curriculum
        comes into effect and online, and new support materials are needed.

3.33   Ms Amy Scott-Preimonas, a secondary school teacher in a Queensland
        state school, described typical support a teacher librarian might provide a
        classroom teacher with:

> Often I will book into a space in the library and 'book' a librarian
> to discuss research strategies, note taking or referencing with the
> students to enhance the quality of their work.[32]

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30   ALIA *Submission 332*, pp. 11 and 13.
31   ASLA Tasmania, *Submission 121*, p. 7.
32   Ms Amy Scott-Preimonas, *Submission 21*, p.1.

3.34   Mrs Margaret Cooper, teacher librarian at Shellharbour Public School in NSW referred to the valuable assistance provided by teacher librarians in relation to the newest resources and digital learning tools:

> Teacher librarians are aware of all the newest resources and digital learning tools that complement teaching and learning programs. Teacher librarians are often the first teacher in their school to use new technology and demonstrate to classroom teachers through collaboration how the technology can assist classroom teacher's learning needs. I have done this with my use of the interactive whiteboard. Teacher librarians could make greater contributions if they had more time to do this.[33]

3.35   Ms Lyn Hay, Head of Information Studies at Charles Sturt University, emphasised the facilitative role that teacher librarians can undertake integrating new technology into the curriculum:

> [T]he curriculum coordinator...used part of her curriculum coordination budget to invest in employing a teacher librarian for three days a week to help with the curriculum and technology innovation that she wanted to implement in her school...after a 6 month trial...the person in the position showed the potential of that role. As a result that curriculum coordinator and principal have committed to a contract position for two years.[34]

3.36   Unfortunately, under the current system teacher librarians are often under-resourced or underutilised, being used as relief teachers for classroom teachers who require release from face-to-face teaching (RFF) or for supervisory duties (see chapter four).

3.37   This may explain why the Committee did not hear as many examples as it might expect regarding the diverse ways that teacher librarians support classroom teachers to achieve the best educational outcomes for their students.

3.38   Teacher librarians certainly seem willing to work more closely with classroom teachers to support them but their full potential is often compromised.

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33   Mrs Margaret Cooper, *Submission 79*, p. 3.

34   Ms. Lyn Hay, Charles Sturt University, *Committee Hansard*, Canberra, 3 June, p. 11.

Supporting literacy learning – NAPLAN tests

3.39   Softlink International, a long-standing supplier of library management
        systems, supplied responses from a survey it conducted in 2010 of five per
        cent of all Australian schools from the government, Catholic and
        independent sectors at both primary and secondary level.[35]

3.40   It was almost unanimously agreed (99 per cent) amongst librarians
        surveyed that:

    - Investing in school libraries and school librarians will improve
      literacy outcomes for students; and
    - School libraries and school librarians contribute to improved
      educational and community outcomes.[36]

3.41   The Committee received numerous submissions supporting librarians'
        positive influence on supporting literacy in their schools.[37]

3.42   The Softlink survey – like the Colorado study in the United States -
        revealed a positive correlation between those schools that invested in their
        libraries, by allocating larger budgets and more school librarian resources,
        and higher NAPLAN reading literacy results.[38]

3.43   ASLA advised that there is some evidence in Australia indicating that in
        school libraries where teacher librarians are actively involved in
        supporting literacy programs, and tracking and monitoring those
        students, they are seeing improvements in the second NAPLAN testing
        for literacy as a result of that contribution.[39]

3.44   The Committee is of the view that the My School website,[40] which
        publishes some 10 000 Australian schools' NAPLAN results, should
        include data on teacher librarians.

3.45   Doing so would be in the spirit of the My School website which enables
        users to quickly locate statistical and contextual information about schools
        in their community and compare them with statistically similar schools
        across the country.

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35   Softlink International, *Submission 255*.
36   Softlink International, *Submission 255*, p. 4.
37   See for instance Dr Bales, *Committee Hansard,* Tasmania, 30 April 2010, p. 5.
38   Softlink International, *Submission 255*, p. 4.
39   ASLA, *Committee Hansard,* Sydney, 28 April 2010, p. 10.
40   See the My School website: Australian Curriculum, Assessment and Reporting Authority, 'My
     School,' accessed 18 February 2011 at <http://www.myschool.edu.au/>.

3.46   Including data on teacher librarians would provide an opportunity to improve data collection by gathering data in a more disciplined way. Like the NAPLAN results this hard data could be used to more rigorously assess the contributions of teacher librarians and tease out the correlation between their efforts and student achievement. It would also help elevate the profile of teacher librarians in schools.

Recommendation 3

> **The Committee recommends that the Australian Curriculum, Assessment and Reporting Authority include statistical information about the breakdown of all specialist teachers, including teacher librarians, on the My School website.**

Importance to gifted children

3.47   The Committee received interesting evidence from Mrs Erratt, a parent and representative of the Northern Territory Association for the Education of the Gifted and Talented, who informed members that teacher librarians play a significant role in helping gifted children. Speaking to her experience she said:

> [My daughter] was at a school where they could not cope with the fact she was 5 and quite literate. I had a lot to do with the librarian in trying to find her appropriate reading material because she chewed through books. The librarian was really helpful and then when we moved school to go into this [dedicated gifted] program the teacher librarian was completely and utterly integral.[41]

3.48   Mrs Erratt went on to describe how, as in other schools, when school numbers fell, the full-time teacher librarian at her daughter's school was replaced by a part-time position occupied by a regular teacher. Mrs Erratt observed how the replacement of a full-time qualified teacher librarian with a part-time non-specialist had had a detrimental impact on her daughter's education. She said that 'the hole has never been filled in the school.'[42]

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41   Mrs Errat, Northern Territory Association for the Education of the Gifted and Talented, *Committee Hansard*, Darwin, 5 July 2010, p. 17.

42   Mrs Errat, Northern Territory Association for the Education of the Gifted and Talented, *Committee Hansard*, Darwin, 5 July 2010, p. 17.

Encouraging a love of reading

3.49   Reading is a core skill for learning but school libraries are also places
        where reading for pleasure is fostered. The Committee heard from a great
        number of teacher librarians who are passionate about their profession
        and the need to spark students' imaginations:

> Many of us know that our love of books came from a particular
> classroom teacher or teacher librarian. Sometimes we can even go
> back in time to the day a particular picture book was read which
> has marked us indelibly. We can remember hearing the words
> read aloud and discussing our favourite characters or events
> afterwards. [43]

> How are children supposed to master the long and difficult
> process of learning to read if they don't see the pleasure it will
> give...They need to want to read for pleasure – and the librarian is
> the one to give them this help – who can read to them and enthuse
> them.[44]

> Here there's life, love and imagination, where books are gobbled
> up and learning is fun...

> [the library can be] theatre, a fairy's grotto, a walk through ancient
> Egypt...children learn through play and using their imagination.[45]

3.50   Teacher librarians facilitate a wide number of activities that support a
        culture of reading in schools. These activities include coordinating book
        fairs, promoting and administering book clubs, and participating in
        Children's Book Week and ALIA's national literacy and literary campaign,
        National Simultaneous Storytime program.[46]

3.51   ALIA and ASLA raised the prospect of a National Year of Reading 2012
        which they envisaged would be similar to the United Kingdom's National
        Year of Reading held in 2008. ASLA says that the initiative:

> Has the potential to join together the many reading and literacy
> initiatives which already take place in schools, libraries and
> community venues to improve educational and community
> outcomes.[47]

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43   Ms L. Chase, *Submission 12*, p. 4.
44   Dr Lowe, *Submission 28*, p. 1.
45   Ms C. Sowdon-Walters, *Submission 3*, p. 2.
46   ALIA, *Submission 332*, pp. 12-15.
47   ASLA, *Submission 327*, p. 9.

3.52   Both library organisations recommended that DEEWR support ASLA and ALIA in its efforts to coordinate a National Year of Reading in 2012.[48]

3.53   The Committee is of the view that a National Year of Reading could be an effective mechanism for library organisations and DEEWR to work together in promoting reading and literacy. Moreover, it could be an excellent way to involve and highlight the myriad contributions of teacher librarians to student achievement.

Recommendation 4

> **The Committee recommends that the Commonwealth Government support additional initiatives to promote reading, such as a National Year of Reading. The Department of Education, Employment and Workplace Relations should collaborate with the Australian School Library Association, Australian Libraries and Information Association and other education stakeholders in developing these initiatives.**

Improving digital literacy

> I think our students are information rich and question poor and search skills poor.[49]

3.54   According to ASLA, students of the 'Google Generation' are surface web browsers, namely they do not have the skills for advanced web searching, evaluating the relevance of information nor the skills to use this information appropriately.[50]

3.55   Research undertaken by Ms Barbara Combes[51] shows that while post-secondary students were confident in using the internet for study and research there was a significant drop in skills when it came to their ability to evaluate the merit of, organise, and use the information they had found.

3.56   ASLA stated that there is a space for teacher librarians to:

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48   ASLA *Submission 327*, p. 17 and ALIA, *Submission 332*, p. 13.

49   ASLA ACT, *Committee Hansard*, Canberra, 27 May 2010, p. 8.

50   ASLA, *Submission 327*, p. 7.

51   Combes, B, *'Techno savvy or just techno oriented? How do the Net generation search for information?'*, ASLA XX Biennial Conference Proceedings 007, 2-5 October, Adelaide, ASLA, ACT, 2007, pp 1-12.

> ...map the digital tools and skills required for learning to the
> Australian National Curriculum; and

> ...implement a digital literacy continuum linked to the national
> curriculum.[52]

3.57   Mr Loukakis of the Australian Society of Authors stated that his
        organisation would also like to see teacher librarians have more input into
        developing the national curriculum.[53]

3.58   ASLA and ALIA indicated that they had been part of various consultation
        processes in respect of developing the national curriculum and were
        satisfied with the level of engagement, as mentioned in chapter two.

3.59   DEEWR added that the next stage of the Australian Institute for Teaching
        and School Leadership's work on national standards would involve
        further discussions with specialist groups like teacher librarians, to
        exemplify the teaching standards in those specialties.[54]

3.60   The Committee endorses the ongoing engagement between the
        Department, ASLA and ALIA and other important education stakeholders
        on ways to improve digital literacy through the national curriculum and
        the teaching of it by teacher librarians.

School libraries as socially inclusive learning hubs of the 21st century

> In many respects, school libraries are being referred to as third
> spaces. There is the home and the school and the third space [the
> library] where the equitable access [to technology] is given. One
> primary principal indicated that the teacher librarian is the person
> who has the ability to touch the life of every child in the school.[55]

3.61   The school library is not just a repository of information and a place where
        students come to research, study and learn. The space confers a host of
        additional social and community benefits.

3.62   ALIA says that the school library also acts as a communications hub
        where, for instance, children gather to play games at lunchtime, meet, and
        display their work:

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52   ASLA, *Submission 327,* p. 8.
53   Australian Society of Authors, *Committee Hansard,* Sydney, 28 April 2010, p. 44.
54   DEEWR, *Committee Hansard,* Canberra, 11 February 2011, p. 30.
55   ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 11.

> School libraries promote social inclusion within the community...uniquely linking children across different abilities, years, age groups and subject areas in a community of learning... in many schools teachers, parents, students and members of the wider community gather to work on projects or issues.[56]

3.63   Witnesses described how libraries are especially important in remote areas or disadvantaged areas where students do not have access to electronic resources, and for whom a physical library and encouraging librarian can make all the difference to their engagement with learning.[57]

3.64   School libraries can also provide a quiet and safe haven for students to retreat to from formal classrooms, or from noisy playgrounds at lunchtime.[58]

3.65   Some school libraries with the facilities and resources run extra programs like Homework Help where a teacher librarian and other teachers are available before and after school hours to assist students with homework, and some even provide students with a meal. The Committee heard that this sort of program was 'highly popular amongst students':

> The students want a place in the school where they have access, before, during and after school, to technology that works. Some students have said, 'The school library really helped me with a printing crisis, or a technology crisis..; [that same] flexible and open access is not always provided in the school computer lab.[59]

3.66   The Committee acknowledges the evidence presented to it from studies in Australia, the United Kingdom and United States, linking the contributions of teacher librarians to student achievement. There was also a lot of anecdotal evidence from teacher librarians supporting this evidence.

3.67   ASLA suggested that what is missing is an Australian-based longitudinal study into how a strong school library program can lead to higher student achievement and literacy levels.

56   ALIA, *Submission 332*, p. 14.

57   Ms Ross, *Committee Hansard,* Darwin, 5 July 2010, p. 15.

58   ALIA, *Submission 332*, p. 14.

59   See for instance, Ms Pisel, *Committee Hansard,* Darwin, 5 July 2010, p. 7 and Ms Hay, CSU, *Committee Hansard,* Canberra, 3 June 2010, p. 7.

Recommendation 5

> **The Committee recommends that the Commonwealth Government initiate an Australian-based longitudinal study into the links between library programs, literacy (including digital literacy) and student achievement, including their impact on improving outcomes for socioeconomically disadvantaged students.**

i-Centres

3.68 ASLA claims that school libraries have the potential to be 'flexible, dynamic, high tech 21st century learning centres' that are the hub of the learning environment of a school:

> 21st century school libraries remain the backbone of schools. They are changing – reflecting our world and our values. There will always be a need for resources – books, media, electronic...A critical feature of this will always be the ways in which information processes are taught and dispersed throughout student, teacher and parent worlds. Crafty librarians who are at the cutting interface of technology will be needed to meet the very individualised learning needs of clients...I see a thriving centre of learning and something that is integral to the way the whole school functions.[60]

3.69 The library associations advised of discussions it had been instigating within the profession, and with principals, on developing the concept of an i-centre in schools, namely:

> A one-stop shop model whereby the information, the technology and the teaching and learning services are all integrated into one space.[61]

3.70 ASLA went on to describe how they might work, with school libraries and IT departments (where they exist in larger schools) merging:

> It becomes easily accessible for the students, it is available to them all day and they have staff who can guide them through technical problems and information problems.[62]

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60   ASLA, *Submission 327*, p 8.
61   ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 3.

3.71   The i-centre concept is in its infancy or at least the evidence on it came to the Committee fairly late in the inquiry process. Despite early results indicating their success and increasing popularity, currently only a minority of Australia schools are trialling their usage. As with other resourcing issues it will ultimately be up to schools to choose the sorts of computers they have in their schools.

i-Pad trials

3.72   In chapter one, ASLA and ALIA referred to the iPad trials taking place a number of primary and secondary schools as an exciting development with the potential to significantly aid teaching and learning.

3.73   The iPads and one-to-one rollout under the Digital Education Revolution are part of 'a digital shift' which puts a new focus on what school libraries can be.[63]

3.74   The Committee is interested to see the trials of iPad usage progress and certainly thinks that the i-centre concept is a very interesting one worthy of further development. The Committee would like to see these trialled in schools across the country as well.

Self-promotion

3.75   Teacher librarians are in a unique position to contribute to improved educational and community outcomes by promoting themselves and the services of their library. Unlike other school specialists they often find themselves having to define and defend what they do in schools.

3.76   This means that teacher librarians need to:

> ...leverage opportunities for vision-building to become empowered as their school's information professional...and proactive in instigating conversations within the school community about the role of the school library and their role as teacher librarian.[64]

3.77   Many witnesses, including Ms Hay, Lecturer of Information Studies at Charles Sturt University, and Writing WA, spoke of the need and scope

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62   ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 3.

63   ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 3.

64   CSU, *Committee Hansard,* Canberra, 3 June 2010, p. 3.

for teacher librarians to promote themselves and their profession more
strategically.[65]

3.78   Ms Hay alluded to a 2007 marketing campaign called 'Shaping the
        Profession' that the Charles Sturt University Faculty of Education ran for
        its courses, emphasising the importance of teacher librarians helping to
        recruit other good teachers into the profession.[66]

3.79   Some strategies on how the status of teacher librarians can be lifted in
        schools and the community at large, especially by teacher librarians
        themselves, have already been mentioned. For instance, see Dr Todd's
        evidence-based practice approach earlier in this chapter.

3.80   The Committee recognises that this is something easier to do in schools
        where the principal is already open to working collaboratively with
        teacher librarians and more challenging in schools where principals are
        less inclined. The Committee heard that teacher librarians in independent
        schools often have more sway than a lone librarian might in a government
        school.[67]

3.81   However, there are many instances of teacher librarians demonstrating
        initiative and well-thought out creative ideas, taking them forward to
        principals, and gaining traction.

Library Associations

3.82   Library associations also clearly have a role to play in promoting the
        profession. One teacher librarian suggested that they 'develop a little
        brochure of good ideas.'[68]

3.83   ASLA and ALIA acknowledged that they need to 'capture good stories' as
        part of their advocacy efforts.[69]

Teacher librarians' capacity for leadership roles

3.84   Teacher librarians clearly have a capacity for extended leadership roles
        within the school. It was suggested that more high calibre candidates

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65   See for instance, CSU, *Committee Hansard,* 3 June 2010, p. 3, Writing WA, *Committee Hansard,*
     Perth, 13 July 2010, p. 19 and CISLL, *Submission 163.*

66   CSU, *Committee Hansard,* 3 June 2010, CSU, p. 4.

67   CSU, *Committee Hansard,* Canberra, 3 June 2010, p. 14.

68   Ms Nielsen, *Committee Hansard,* Canberra, 27 May 2010, p. 9.

69   "School Library Roundtable minutes,"8 November 2010, provided to Committee at briefing on
     11 February 2011.

would be attracted to apply for teacher librarian positions if the position was aligned with greater leadership roles within the school.[70]

3.85   A number of teacher librarians referred to the diverse proactive leadership roles they had each taken in their respective schools, which had helped raise the profile of the school library and importance of the teacher librarian. Examples included approaching the principal with ideas for literacy programs to joining the school board and building a relationship with the parents.[71]

3.86   Others spoke of the desire to be empowered to take a leadership role in their schools but also referred to the challenges in achieving such a role. One teacher librarian said:

> One concern we have is not being part of the senior management team...the reasoning being that there are too many at the meeting so we cannot fit in.[72]

3.87   Representatives from the Association of Independent Schools of Western Australia described their respective roles as heads of department, members of literacy committees, middle school curriculum development and the like in independent schools, lending weight to evidence received that independent schools tend to value their teacher librarians in school policy making much more than other schools.[73]

3.88   ASLA described how teacher librarians are moving away from being labelled teacher librarians and gaining new status as 'the head of digital learning' or the 'head of e-learning', as part of the development of i-centre concept.[74] In this context, e-learning refers to all forms of electronically supported teaching and learning i.e. online learning.

3.89   The Committee shares ASLA and ALIA's view that they need to capture and disseminate good stories about teacher librarians' work. The Commonwealth Government can potentially play a supportive role in this regard. It is especially important to highlight where teacher librarians are in leadership roles in schools and to illustrate their potential for ushering in e-learning in schools.

70   Ms G. Kaye, *Submission 205* p. 2.
71   Ms Nielsen, *Committee Hansard*, Canberra, 27 May 2010, p. 9.
72   Ms Pisel, *Committee Hansard*, Darwin, 5 July 2010, p. 10.
73   AISWA, *Committee Hansard*, Perth, 13 July 2010, p. 50.
74   ASLA, *Committee Hansard*, Canberra, 11 February 2011, p. 5.

Recommendation 6

> **The Committee recommends that the Commonwealth Government support promotional activities undertaken by ASLA and ALIA that demonstrate to the school community the valuable work that teacher librarians are doing in respect of e-learning in their schools, including those that highlight their leadership capacity.**

Mandating a teacher librarian in every Australian school

3.90   It was suggested to the Committee that there is sufficiently strong evidence linking effective libraries and student achievement to mandate that there be a teacher librarian in each school.[75]

3.91   In fact, each state does have its own formula or ratio of teacher librarians to students at the secondary school level. ASLA explained that it varies and there are inconsistencies between the states:

> In one state for the number of 300 students there is one full-time librarian. In another state they say it is for 362. From our experience, we know that 300 – 400 is a manageable number for a full-timer.[76]

3.92   ASLA advised that it has been working on developing an appropriate formula that could be used nationally for the primary school level.[77]

3.93   NSW is the only state in Australia to date that has a mandated quota allocation that ensures all NSW schools have a teacher librarian, be it full or part-time, according to their formula.

3.94   It struck the Committee that the awareness of the potential of teacher librarians' contributions for improved literacy varied greatly between Australian jurisdictions. NSW was very aware of the potential and clearly trying to encourage the use and training of teacher librarians through a quota system and sponsored graduate training. Victoria did not put a submission into the inquiry or appear before the Committee. Tasmania appeared and spoke about language and information literacy being every

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75   See AEU Tasmanian Branch, *Submission 122*, p. 7, ALIA, *Submission 332*, p. 24, and Joint Use Libraries Association, *Committee Hansard*, Adelaide, 12 July 2010, p. 11.

76   ASLA, *Committee Hansard*, Canberra, 11 February 2011, p. 9.

77   ASLA, *Committee Hansard*, Canberra, 11 February 2011, p. 9.

teacher's responsibility [not just the realm of the teacher librarian], expressed concern at being at an impasse, unclear as to what the future role is for teacher librarians.[78] The Northern Territory appeared before the Committee and talked about the challenges they face in putting a trained teacher librarian in every one of their schools [many of which are small and remotely located].[79]

3.95   Mandating quotas is something that has been mooted in the United States House of Representatives. In October 2009, HR-3928 *The Strengthening Kids' Interest in Learning and Library Act*, or the *SKILLS Act*, was introduced in the United States House of Representatives. The legislation would require local educational agencies that receive school improvement funds to ensure, to the extent feasible, that each of their schools receiving such funds employs at least one state certified school library media specialist. The Bill was referred to the Subcommittee on Early Childhood, Elementary and Secondary Education but not reported on. The Bill would need to be re-introduced to be re-considered given it was proposed in a previous session of Congress.[80]

3.96   The Committee cannot recommend a quota system in each state in the system we currently have in Australia where state education authorities are responsible for staffing matters and principals are responsible for managing their school budgets to best suit their schools' needs.

3.97   The Committee heard repeatedly from principals and education authorities that school budgets and/or student numbers often precluded having a full-time or even part-time teacher librarian in their school libraries.

3.98   Quotas do not guarantee that teacher librarians will be used solely as teacher librarians. The Committee heard from many NSW teacher librarians that primary school librarians are often required to relieve classroom teachers as part of a RFF teaching arrangement that exists to give teachers preparation and correction time.[81]

78   Tasmanian Department of Education, *Committee Hansard*, Hobart, 30 April 2010, pp. 58-59.

79   NT Department of Education, *Committee Hansard*, Darwin, 5 July 2010, p. 26.

80   Govtrack US, H.R. 3928: SKILLS ACT, 111th Congress, 2009-2010, at <http://www.govtrack.us/congress/bill.xpd?bill=h111-3928>.

81   N. Jackson, *Submission 131*, p. 4, Ms Margaret Cooper, *Submission 79*, p. 3, and Mr Dennis Granlund, Submission 335, p. 3.

4

Recruitment and development of teacher librarians

> There is a catch-22 with teacher librarians at the moment...There are not a lot of teacher librarians out there and there are not a lot of teachers trained to be teacher librarians.[1]

> You have a situation where people are not opting to go into teacher librarianship because it is not seen as a career option. If people want full-time employment, or guaranteed part-time employment, they cannot necessarily get that in a school library.[2]

4.1   As more and more information and knowledge becomes available online it would seem that there was never a better time to become an information specialist in Australia's schools.

4.2   However, the Committee heard evidence to the contrary, that the profession appears to have been in a state of decline for some years and, in some states, is on the brink of extinction.

4.3   Children's Book Council of Australia (CBCA) statistics show that there is an uneven spread of teacher librarians across the country:

> Tasmania only 50% of schools have teacher librarians.

> Victoria and ACT [have] 65%.

> NT [has] 5%. There are no teacher librarians in community schools in the Northern Territory.

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1   Mrs V. Ainsworth, WA School Library Association and Professional Teaching Council of Australia, *Committee Hansard*, Perth, 13 July 2010, p. 2.
2   Mrs Ryan, ALIA, *Committee Hansard*, Melbourne, 29 April 2010, p. 7.

In 2002,"a third of school libraries around SA were understaffed and/or understaffed with underqualified personnel.

In 2010, the CBCA Library Survey showed that 19.6% of respondent school libraries were managed by people with no specialist training or certificate/diploma level only (no degree). This figure would have been higher if a cross-section of ALL Australian libraries had been reached.[3]

4.4 The Committee took a lot of evidence on issues surrounding the shortage of teacher librarians, difficulties with attraction and retention rates, and the somewhat limited professional development opportunities available to those who have secured a position. The poor morale within the profession was striking.

4.5 Some of the identified contributing factors include remote area teacher shortages; a move towards school-based decision making about resource allocation; and tied to this, negative, erroneous perceptions and undervaluing of the role of teacher librarians by school principals, education authorities and others in the broader school community. Anecdotal evidence suggests that teacher librarians constitute an ageing demographic. Most teacher librarians are middle aged or older women and there is a lack of succession planning in place for their replacement. There has also been a significant decline in librarianship courses and corresponding places for students at universities over the years; as well as a need for more flexible pathways for those wishing to enter and progress within the field.

4.6 The Committee considered three overarching themes that underpin these problems:

- a fundamental lack of quantitative and qualitative data to use as a basis for decision making (something already alluded to in chapter three);

- a need to define the role of teacher librarians into the 21st century; and

- a need to reposition the status of teacher librarians in school libraries and the broader community Australia-wide (to some extent this has also been discussed in chapter three).

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3   Children's Book Council of Australia, *Submission 50*, p. 4.

Remote area teacher shortages

4.7   Further to the statistics outlined by the CBCA at the beginning of this chapter, the Australian School Libraries Association (ASLA) reiterated the regional character of the shortage of skilled teacher librarians.[4]

4.8   The Department of Education, Employment and Workplace Relations (DEEWR) clarified that there is not actually a teacher shortage in Australia, although there are certainly shortages in some subjects:

> There are plenty of teachers. [However] we do have a shortage of highly experienced teachers who are willing to go into the low socioeconomic schools and very remote schools. It is distribution and shortages in particular subject areas – mathematics and science are the classic subjects.[5]

4.9   DEEWR went on to describe how the problems are compounded by inexperienced teachers and school principals in low socioeconomic and remote schools:

> The trend in education is that it is the beginning teachers who go to the low socioeconomic and very remote locations. These are the teachers who need more support as they are starting their careers, and it is more challenging to be able to provide it. In the same way, there is often a beginning leader as well, who needs the support and is less able to provide it.[6]

4.10   DEEWR noted the need for incentives that will attract and retain good experienced teachers. The Department mentioned that the National Smarter Schools Partnerships includes reward payments for improving the quality of school leadership and teaching in the less advantaged schools, and that this is integral to making a difference.[7]

4.11   ASLA said that when other teachers are appointed to school libraries in lieu of teacher librarian specialists because none are available, they should be encouraged and supported to undertake librarianship qualifications.[8] Ways to achieve this will be addressed in the flexible pathways section of this chapter.

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4   ASLA, *Submission 332*, p. 10.
5   DEEWR, *Committee Hansard*, Canberra, 17 June 2010, p. 13.
6   DEEWR, *Committee Hansard*, Canberra, 17 June 2010, p. 13.
7   DEEWR, *Committee Hansard*, Canberra, 17 June 2010, p. 13.
8   ASLA, *Submission 332*, p. 10.

Devolution of financial management to schools and principal control

4.12   Devolution of financial management in schools was a subject addressed in chapter two, with a discussion of the relative merits of school based management versus a more centralised system, from a policy perspective.

4.13   The Lonsdale report for ASLA on school libraries and student achievement asserts that:

> Devolution of financial management to schools means that funding for school libraries relies on the resource allocation priorities established by the school community, which might or might not place a high priority on the need for a well-staffed library system.[9]

4.14   The Committee heard from a number of librarians who either feel unsupported by their school principals or that their position in the school is solely dependent on their principal's endorsement and that is subject to significant uncertainty. Below is a selection of comments outlining some experiences:

> [My] principal argued that fiction can be obtained 'if anyone is interested' from the council library.[10]

> At my most recent school the principal had not programmed me any time to administer the library [when I advised them that the allocation should be about 20% of my time I was rebuffed]…I have a shared desk (with the school counsellor and my one day library assistant in a shared corridor).[11]

> It remains at the principal's discretion as to how much time a TL has in the library or if the library is left unmanned to be 'visited' by classes with their teacher. My library has a collection valued at $645 000. Why should it be 'at the discretion of the principal' to allow these resources to be used for the benefit of the school.[12]

> The power imbalance in negotiating is always in the hands of the principal.[13]

9   Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research,* a report prepared for ASLA, 2003, p. 5.
10 Ms G. Alexander, *Submission 1*, p. 1.
11 Ms C. DeLuca, *Submission 321*, p. 2,
12 CBCA, *Submission 50.1*, p. 18.
13 CBCA, *Submission 50.1*, p. 18.

4.15   The Committee took evidence that school principals generally do as much as they can, within the budgetary and other constraints they find themselves bound by. The CBCA said:

> Library conditions are often risked by principals facing economically difficult and often mutually exclusive choices, such as choosing either to fund smaller classes or the position of teacher librarian, both of which would be advantageous to student learning.[14]

4.16   The Australian Education Union (AEU) agreed that principals face competing demands and argued that it is too simplistic to say that there are some schools where principals value teacher librarians so they make sure that libraries are well resourced and well staffed, and others where they do not.[15]

4.17   Some of the more nuanced reasons principals gave the AEU for not having a qualified teacher librarian in their school include:

- the unavailability of qualified teacher librarians;
- insufficient staffing points to cover a librarian within current staffing arrangements/entitlements/points too tight to maintain a teacher librarian;
- insufficient funding/unable to finance;
- school population being too small to sustain a teacher librarian;
- a teacher librarian not considered a priority due to conflicting pressure from other areas like Learning Assistance;
- and lack of provision in the current staffing points for the amount of administration time required for a teacher librarian to adequately undertake this role.[16]

4.18   Several witnesses alluded to the difficult spaces that principals find themselves in, describing school leaders' hands as tied by economic rationalism or staffing ratios.[17]

4.19   One teacher librarian from Mackay alluded to the immense pressure that some principals face in Queensland:

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14   CBCA, *Submission 50,* p. 7.

15   Australian Education Union, *Committee Hansard*, Melbourne, 29 April 2010, p.48.

16   Australian Education Union, *Submission 113*, p. 6.

17   See for instance, CBCA, *Committee Hansard*, Brisbane, 6 July 2010, p. 12, Sunshine Coast Teacher Librarian Network, Committee Hansard, Brisbane, 6 July 2010, pp. 22-23, Western Australian School Library Association and Professional Teaching Council of Western Australia, Committee Hansard, Perth, 13 July 2010, p.7.

> To perform for NAPLAN and things like that. There are
> budgetary pressures and principals trade off positions. I saw it
> happen in my home town...a full-time TL was traded off for a 0.6
> position and then the other 0.4 was used for whatever.[18]

4.20 A Western Australian education departmental official told members that a great deal is vested in school principals in terms of local decision making but they are very able in that regard:

> We would not do that if we were not confident that they have the
> capacity to make those decisions [about how best to serve their
> local school community].[19]

4.21 Ms Hay, Lecturer of Information Studies, Charles Sturt University, told the Committee that 'a school principal can make or break a school library program.'[20] She had met many supportive principals:

> ...principals who you want to clone because you can see that they
> have got that big picture of how the school library can contribute
> to learning...we had some principals who submitted some really
> powerful statements about how they see the teacher librarian as
> being a central partner in learning in the school.[21]

4.22 Other witnesses spoke to their positive experiences as well:

> I am blessed to have a principal and deputy principal who both
> share a passion for children's learning and literature. Both treat
> their staff with utmost respect and professionalism. We are
> encouraged to use initiative and be innovative. With such support
> I have implemented a successful whole school reading aloud
> rewards program and also a successful Home Tutor program for
> students 3-6 who are struggling or reluctant readers.[22]

> I was in a fortunate position when I obtained my position at the
> college I am now with, because their school principal was a
> teacher librarian, so he had his head round what a teacher
> librarian can do for a school...We have had two principals since
> then, and both of them had an open door policy.[23]

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18   Ms Spillman, *Committee Hansard*, Brisbane, 6 July 2010, p. 29.
19   Mr Thompson, Department of Education and Training, WA, *Committee Hansard*, Perth, 13 July 2010, p. 55.
20   CSU, *Committee Hansard*, Canberra, 3 June 2010, p. 13.
21   CSU, *Committee Hansard*, Canberra, 3 June 2010, CSU, p. 13.
22   Ms L. Horan, *Submission 348*, p. 9.
23   Ms P. Worthington, *Committee Hansard*, Perth, 13 July 2010,.p. 45.

4.23   There is no doubt that the principal's experience of teacher librarians and
         their impact on student learning is one of a number of crucial factors in
         determining resource allocation. How that perception is shaped is the
         subject of the next section.

Stereotypical and negative perceptions of teacher librarians

4.24   Several witnesses referred to stereotypical old-fashioned images of
         librarians that continue to prevail, namely:

> [someone] elderly, staid, ...a bit of a dragon...not the glamour
> career that will appeal to the young.[24]

4.25   Witnesses from South Australia indicated that a lot of young people still
         had an outdated 'cardigan, pearls and bun' image of a librarian and that
         students they had surveyed, envisaged a quiet life as a teacher librarian,
         although that was far from the reality.[25]

4.26   The Sunshine Coast Teacher-Librarian Network alluded to another
         preconceived notion, that teacher librarians do not do all that much:

> Whenever you talk about libraries and teacher librarian, people
> say, 'Oh it's a cushy job...all you do is read books or newspapers or
> stamp books in and out.'[26]

Lack of understanding about role and merit of modern teacher librarians

4.27   In fact, the Committee learnt that there is little understanding of and
         appreciation within schools, let alone the broader community, about what
         a teacher librarian actually does.

4.28   One NSW teacher librarian stated:

> Most principals, teaching staff, students and parents are unaware
> of the responsibilities of a teacher librarian. Many of the duties
> performed by teacher librarians are unseen and undervalued.
> Students and teachers expect to be able to select and use resources
> in a library but have no idea of the time and effort it takes to

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24   Ms G. Coghlin, *Submission 256*, p. 2.
25   Dr Janisch, *Committee Hansard,* Adelaide, 12 July 2010, p. 31.
26   Sunshine Coast Teacher-Librarian Network, *Committee Hansard,* Tuesday, 6 July 2010, p. 29.

develop and maintain a library collection. Many primary school parents are surprised to learn that the teacher librarian actually teaches their children.[27]

4.29 The Lonsdale review of school libraries supported these sentiments, citing research that showed:

- Minimal contact between parents and the teacher librarian, leading to a lack of awareness about the impact of the school library on their child's learning;

- Teacher librarians are viewed by their teaching colleagues as support resources, rather than fellow-teachers [or collaborators];

- The difficulty in assessing a teacher-librarian's contribution to successful projects; and

- The isolated nature of the teacher-librarian's role, which can make it difficult to establish relationships with other staff in the school.[28]

4.30 Librarians typically feel undervalued, professionally isolated, unrecognised and constantly asked to justify their existence as school administrators look for greater economies.[29]

4.31 One school principal stated that classroom teachers had indicated to him they were just as able to teach library and research skills [as teacher librarians], and he had moved away from employing a teacher librarian opting instead for:

> ...another role which skills children in a way that we have determined they need more than they need so called library skills.[30]

4.32 Catholic Education Services - Cairns diocese informed the Committee that the majority of its schools had never had a teacher librarian so subsequently they had little idea what role they might play in the new digital era.[31]

4.33 The Catholic Principals Association of WA said there were no job descriptions for teacher librarians within their schools and that individual

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27   Ms M. Cooper, *Submission 79*, pp. 4-5.

28   M. Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the research.* Report for ASLA, Australian Council for Education Research, Camberwell, Victoria, 2003, pp. 31-32.

29   See for instance, NSW Teachers Federation, *Submission 345*, p. 3, CBCA, *Submission 296*, Attachment B, p. 7 and Revesby South Public School, *Submission 342*, p. 2.

30   Mr Barns, Catholic Principals Association of WA, *Committee Hansard,* Perth, 13 July 2010, p. 33.

31   Catholic Education Services - Cairns Diocese, *Submission 274*, p. 6.

principals had to seek out information on what a teacher librarian might offer their school.[32]

4.34 When the Committee asked a state education department official whether they had a position description for a teacher librarian the official replied that he was not sure.[33]

4.35 The Committee wanted to know whether many school principals are being made aware of the existence of ASLA/ALIA standards for teacher librarians. The President of the School Library Association of Queensland responded that few probably are and that it is the responsibility of the teacher librarian to bring them to the attention of their school principal.[34]

Underperforming and/or unqualified staff in lieu of teacher librarians

4.36 Underscoring the perception that teacher librarians do not make a significant contribution to learning outcomes is anecdotal evidence that principals regularly move underperforming teaching staff into the school library. For instance:

> I have had a number of principals tell me they put the worst teachers in the library because that is where they will do the least damage.[35]

4.37 The Australian Council of State School Organisations, the national peak body for Australia's public schools, stressed that 'school libraries should not be the 'dumping ground' for poor performing staff, those unable to cope with classrooms or returning from sick leave.'[36]

4.38 In addition to libraries being staffed by 'underperforming teachers', ALIA indicated that many schools have libraries which are run by paraprofessionals, including library technicians, library officers or parents who do not have the skilled expertise of dual-qualified teacher librarians.[37] Several teacher librarians pointed out that this does not augur well for the implementation of the new national curriculum.[38]

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32 Catholic Principals Association of WA, *Committee Hansard,* Perth, 13 July 2010, p. 38.

33 Department of Education and Training, Western Australia, *Committee Hansard, Perth,* 13 July 2010, p.61.

34 School Library Association of Queensland, *Committee Hansard,* 6 July 2010, p.10.

35 Ms J. McKenzie, *Submission 156,* p. 8.

36 ACSSO, *Submission 326*, p. 5.

37 ALIA, *Submission 332,* p. 16.

38 Ms S. Spence, *Submission 124,* p. 3, and Mr J. Herd & Ms H. McGinnis, *Submission 65,* p. 2.

4.39   Ms Hay, Lecturer in Information Sciences at the Charles Sturt University, advised that this was a dire problem in Victorian primary schools, where, 'if you are lucky, you might have a qualified library technician.'[39]

4.40   One teacher librarian questioned the acceptability of such practices, not just by principals, but by state education authorities when in no other subject is a teacher allowed to teach outside their expertise.[40]

4.41   Several witnesses, including ASLA NSW, praised the NSW Department of Education's policy of mandating that each school library must have an accredited librarian and supporting the retraining of teachers as teacher librarians through the supported Graduate Certificate scheme run in conjunction with Charles Sturt University.[41] However, according to The Hub: Campaign for Quality School Libraries in Australia, this has not always stopped teacher librarian positions being traded for non-teaching deputies.[42]

Using teacher librarians as relief teachers and for supervisory duties

4.42   Another way that primary school teacher librarians feel undermined or undervalued is when they are asked to supervise classes while the classroom teacher has release from face to face teaching (RFF) so that teachers can fulfil administrative responsibilities. This reduces the scope for teacher librarians to both collaboratively plan and teach with classroom teachers and for the teaching of ICT skills to be embedded into the classroom program.[43]

4.43   A teacher librarian from the Sutherland Shire Teacher Librarian Network commented:

> At our school 16 out of 17 teacher librarian classes are timetabled during the classroom teacher's RFF. This means minimum collaboration between the teacher librarian and teachers.[44]

4.44   The increase in RFF by teacher librarians represents a cultural shift from the past:

39   CSU, *Committee Hansard,* Canberra, 3 June 2010, p.12.
40   Ms J. Osborne, *Submission 207*, p.4.
41   ASLA NSW, *Submission 347,* p. 3.
42   The Hub, *Submission 104,* p. 4.
43   ASLA ACT, *Committee Hansard,* Canberra, 27 May 2010, p. 3.
44   Sutherland Shire Teacher Librarian Network, *Submission 100*, p. 4.

> ...for over 22 years I did no or minimum RFF, now, in my primary
> school I do 32 classes or 100% RFF, this has had a huge impact on
> students, on teachers, on learning programs.[45]

4.45   The Committee learnt that teacher librarians are also sometimes used to
take subject classes or as de-facto computer teachers.[46]

4.46   In secondary schools, teacher librarians are routinely expected to
accommodate and supervise or 'babysit' senior students having study
periods, often during their administration time, allocated breaks and while
teaching lessons to other students.[47]

4.47   These usages of teacher librarians discourage prospective enthusiastic
teacher librarians:

> Young, vital, constructive, creative teachers with visions for
> leading the school's information services into the future will
> hardly be attracted to embark on special training for simply a
> 'relief from face-to-face job.'[48]

4.48   Having teacher librarians teach separate library classes that have little
connection with the classroom curriculum is not considered the best use of
skilled information specialists:

> You do not take 80-90% of the time that a teacher librarian has in
> their position and expect them to do that...if you want relief from
> face-to-face you employ a casual...[49]

4.49   ASLA NSW summarised:

> These additional duties rob the teacher librarians of the time they
> need to collaborate with teachers, team teach with teachers [and]
> assist students and teachers with their research and reading
> needs.[50]

4.50   The NSW Department of Education agreed that supervisory functions and
release from face-to-face responsibilities can compromise the core, flexible
role of teacher librarians.[51]

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45   CBCA, *Submission 296,* attachment 2, p. 20.

46   Mrs. L. Skinner, *Submission 334,* p. 8.

47   Sutherland Shire Teacher-Librarian Network, *Submission 100,* p. 4 and CSU, *Committee Hansard*, Canberra, 3 June 2010, p. 12.

48   Ms M. Roc, *Submission 208*, p. 5.

49   CSU, *Committee Hansard,* 3 June 2010, p. 12.

50   ASLA NSW, *Submission 347*, p. 4.

51   NSW Department of Education, *Submission 112,* p. 4.

4.51   ASLA ACT said that the reality was that so many conflicting demands are made on the time and money of the school (with priority given to having teachers in classrooms) that teacher librarians invariably end up assuming a lesser role. The reality is that teacher librarians are considered 'a service, a support and additional.'[52]

4.52   The Committee was informed that these negative stereotypes are, slowly, changing for the better,[53] but much more work remains to be done in overcoming them.

4.53   Interestingly, these negative stereotypes do not exist in the independent school sector, where there are in fact quite positive perceptions of teacher librarians. This is especially the case in the independent secondary schools. This sector appears to regard teacher librarians highly with well-resourced, professionally staffed library resource centres a real drawcard for independent schools:

> They tie academic achievement very closely to literacy and numeracy and to a well stocked, well-staffed library. Most independent schools use their library as a major selling point.[54]

Inadequacy of technical and clerical support

4.54   Another way that teacher librarians feel undermined is the lack of or diminished support from library technicians, computer technicians and clerical assistants or library officers. Friends of Libraries Australia stated:

> There is a need to ensure that schools employ more paraprofessional library technicians to ensure that teacher librarians do not have their time usurped by library collection management, administration, operational and technology support requirements – as well as by school administration expectations of their substitution for absent classroom teachers.[55]

4.55   One teacher librarian commented that, were it not for the assistance of library support staff, jobs like book covering, repairing, shelving and setting up book displays would never get done.[56]

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52   ASLA ACT, *Committee Hansard,* Canberra, 27 May 2010, p. 11.

53   See Ms B. Voigt, *Submission 135*, p. 6 and Ms G. Coghlin, *Submission 256,* p. 2.

54   Ms Combes, *Committee Hansard*, Perth,13 July 2010, p. 7 and Ms Nicholls, CBCA, *Committee Hansard*, Perth, 13 July 2010, p. 20.

55   Friends of Libraries Australia, *Submission 319*, p. 2.

56   Ms K. Garson, *Submission 185*, p. 3.

4.56   The NSW Teachers Federation noted that provision of support staff for school libraries is shrinking.[57] Many primary schools have no clerical assistance.[58]

4.57   It seems that many school libraries are increasingly relying on the generosity of parent volunteers (see chapter five).

4.58   The Committee heard that not having sufficient additional support impacts on the quality of programs and services that a teacher librarian can provide.[59]

4.59   DEEWR advised that the Teacher Quality National Partnership program has a focus on paraprofessionals in schools, including library technical support roles:

> Once again, several jurisdictions are looking more generally at how the support staff in schools can support teachers in their role or undertake greater responsibility. So it is more that the industrial arrangements, pay scales and the qualification requirements are being looked at. It is more a structural general issue about the workforce that is being worked through rather than teacher librarians specifically.[60]

Demographic of the workforce

4.60   ASLA stated that teacher librarians are an ageing population with serious issues associated with succession planning and sustainability.[61]

4.61   The ASLA School Libraries Research Project snapshot of Australian teacher librarians shows that teacher librarianship is an overwhelmingly female occupation comprised of an ageing demographic with almost 90 per cent of the survey group aged 40+ years, almost 80 per cent aged 45+ years, 55 per cent aged 55+ years and 10 per cent aged 60+ years. Only three per cent are younger than 30 years.[62]

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57   NSW Teachers Federation, *Committee Hansard*, Sydney, 28 April 2010, p. 19.
58   Ms Nethery, *Submission 4*, p. 3.
59   Illawarra School Libraries Association, *Submission 107*, p. 7 and Education Services Australia, *Submission 119*, p. 4.
60   DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 23.
61   ASLA, *Submission 332*, p. 16.
62   B. Combes, *Australian School Libraries Research Project: A Snapshot of Australia Teacher Librarians*, 2008, referred to in Australian Education Union, *Submission 113*, p. 9.

4.62   Ms Hay corroborated that the majority of her students at Charles Sturt University are female (a trend indicative of teaching in primary schools in general) and that teachers often do not come to the discipline of teacher librarianship until their late 30s or early 40s. This invariably means that they only have about 15 years of work in schools. There is, she said, a real need to attract younger people, (which is not to say that those librarians in their 40s and 50s do not have energy or enthusiasm).[63]

4.63   The Committee understands that the ageing demographic of the teacher librarian cohort is reflective of a broader trend, which is the ageing population in general: 'we have a lot of teachers who are nearing retirement.'[64]

4.64   Members heard that there are some older teacher librarians who are less adept at or willing to teach new ICT.[65]

4.65   Some strategies have been put in place to redress the age issue, particularly in NSW, and these are meeting with some success. For instance, the NSW Government currently provides a Teacher Librarian Retraining Program, in partnership with Charles Sturt University, which targets graduates. The program has been developed to meet the demand for teacher librarians, and provides support for teachers to undertake a 12 month program of part-time post-graduate study by distance education which leads to the Graduate Certificate in Teacher Librarianship.[66]

4.66   Since its inception, from 2003 to 2009, 287 teachers in NSW public schools have completed teacher librarian studies through this program. It is anticipated that a further 48 will complete the program by the end of 2010.[67]

4.67   Ms Hay noted that a number of younger teachers are now coming through the graduate certificate teacher librarianship program.[68] While this is a positive start, she pointed out that the graduate certificate does not equate with the full teacher librarian qualification.[69]

4.68   In order to try to capture the school leaver market, which had hitherto been untapped, CSU's Faculty of Education has also recently developed a five year undergraduate Bachelor of Education course that specialises in

63   CSU, *Committee Hansard,* 3 June 2010, p. 1 and p. 14.

64   ASLA ACT, *Committee Hansard,* Canberra, 27 May 2010, p. 7.

65   ASLA ACT, *Committee Hansard,* Canberra, 27 May 2010, p. 7.

66   NSW Department of Education and Training, *Submission 112,* p. 4.

67   NSW Department of Education and Training, *Submission 112,* p. 4.

68   CSU, *Committee Hansard*, Canberra, 3 June 2010, p. 8.

69   CSU, *Committee Hansard*, Canberra, 3 June 2010, p. 8.

K-12 middle schooling, and is negotiating a dedicated teacher librarian strand being built into it. Students complete eight subjects in library and information management and teacher librarianship in their 3rd and 5th years of study. This is, however, a new program with the first batch of teacher librarian graduates not due to appear until 2015/2016. The value of this program lies in the long-term, 'as a longer term strategy for bringing new blood into the profession.'[70]

Decline in teacher librarians courses and places for students

4.69   ASLA advised that the number of tertiary institutions offering librarianship courses has diminished over the past two decades, making it much harder to access and gain qualifications.[71]

4.70   CBCA NSW said that there used to be some 15 courses in Australia from which to gain school library qualifications.[72]

4.71   The ASLA website describes the courses that are currently available for students to pursue teacher librarianship studies at the following five universities: Charles Sturt University (CSU); Edith Cowan University (ECU); Queensland University of Technology (QUT); University of South Australia and University of Tasmania.[73]

4.72   Only three universities (CSU, ECU and QUT) offer postgraduate qualifications for teacher librarians at graduate diploma and masters level courses. These graduate courses are only available by distance education. Normally a teaching qualification, sometimes with recognised teaching experience, is an entry prerequisite.[74] Teachers thus trained to be teacher librarians are referred to as 'dual qualified'.

4.73   Ms Hay elaborated on the courses available at CSU. She described the Master of Education (Teacher Librarianship) as the principal or flagship course. The Masters is targeted to meet the needs of teachers who wish to

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70   CSU, *Committee Hansard,* Canberra, 3 June 2010, p. 3.

71   ASLA, *Submission 327*, p. 11.

72   CBCA NSW, *Submission 103*, p. 2.

73   ASLA, 'Courses for Teacher Librarianship Offered across Australia,' 3 November 2009, accessed 18 February 2011 at <http://www.asla.org.au/pd/courses>.

74   ALIA, *Submission 332*, p. 16.

become teacher librarians and also practising teacher librarians without a full specialist qualification in teacher librarianship.[75]

4.74   The Masters degree at CSU comprises eight subjects completed by distance education coursework and is normally undertaken part-time over two years. The course is open to qualified teachers holding a Bachelor of Education or equivalent.[76] Ms Hay observed that increasingly students are taking longer than the two-year period to complete their training, quite often preferring to do just one subject per semester. This is usually because they are working full-time and juggling family or other commitments. The upshot is that 'the numbers that are graduating do not look as good as the numbers commencing studies.'[77]

4.75   A Graduate Certificate in Teacher Librarianship is also offered at CSU.[78] The NSW Department of Education and Training supports government school graduate teachers to gain a base level qualification in teacher librarianship with this course. Ms Hay explained that the graduate certificate is an intermediate step:

> This is designed to kick-start their training as a teacher librarian, with the idea that these students return to complete the remaining four subjects to gain their full qualification...[which is] recognised by ALIA as a full library and information qualification.[79]

4.76   ECU offers a post-graduate Diploma of Education that is eight units and the equal of the CSU coursework masters.[80]

4.77   QUT offers a Master of Education (Teacher Librarianship). The course is offered online and incorporates eight units of study with 60 hours of Situated Professional Practice. The course duration is one year full-time, two years part-time. Like the Master of Education at CSU, the entry requirement is an appropriate Bachelor of Education degree and students must be qualified teachers.[81]

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75   CSU, *Committee Hansard,* Canberra, 3 June 2010, CSU, p. 1.

76   ASLA, 'Courses for Teacher Librarianship Offered across Australia,' 3 November 2009, accessed 18 February 2011 at <http://www.asla.org.au/pd/courses/>.

77   CSU, *Committee Hansard,* Canberra, 3 June 2010, p. 1.

78   ASLA, 'Courses for Teacher Librarianship Offered across Australia,' 3 November 2009, accessed 18 February 2011 at <http://www.asla.org.au/pd/courses/>.

79   CSU, *Committee Hansard,* Canberra, 3 June 2010, p. 2.

80   Ms Combes, ECU, *Committee Hansard,* Perth, 13 July 2010, p. 9.

81   ASLA, 'Courses for Teacher Librarianship Offered across Australia,' 3 November 2009, accessed 18 February 2011 at <http://www.asla.org.au/pd/courses/>.

4.78   Northern Territory witnesses described how the territory's only teacher library qualification, the Charles Darwin University's Bachelor of Library and Information Studies, was recently replaced with a library technician qualification.[82]

4.79   ASLA ACT referred to the impact of a lack of local teacher librarian courses physically situated in the ACT, namely:

> That we are likely to be in a situation within the next five years where few students will have access to the services of a trained librarian [from the ACT].[83]

4.80   Similarly, the School Library Association of Victoria lamented the discontinuation of teacher librarian courses that existed there until the mid 90s, giving the message to those interested in a career in the library and information industry that becoming a teacher librarian is not an option.[84]

4.81   A representative from the NT Department of Education and Training said that the reason why the course had been dropped at Charles Darwin University [and in fact everywhere] was because the university was not able to get a financial return for the courses due to a decline in student numbers, so 'it is just not going to run [a course] no matter how much we ask.'[85]

4.82   DEEWR stated that the supply and demand for university courses is a matter for the tertiary sector and not for the Government to determine.[86]

Lack of placements for teacher librarian graduate students and mandating teacher librarians in schools

> It costs $10 000 of your own money to get that master's degree....to have no guarantee of a job at the end of it is a major issue.[87]

4.83   Despite apparent teacher librarian shortages, the Committee heard that there are few job prospects or little job security for teacher librarian graduates, with teacher librarian jobs being the first to go when there are funding problems.[88]

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82   Ms Denniss, *Committee Hansard,* Darwin, 3 July 2010, p. 12.

83   ASLA ACT, *Committee Hansard,* Canberra, 27 May 2010, p. 3.

84   School Library Association of Victoria, *Submission 114*, p. 15.

85   Mr Green, Department of Education and Training, *Committee Hansard*, Darwin, 5 July 2010, p. 29.

86   DEEWR, *Submission 344*, pp. 10-11.

87   ASLA Tasmania, *Committee Hansard,* Tasmania, 30 April 2010, p. 6.

88   ASLA Tasmania, *Committee Hansard,* Tasmania, 30 April 2010, p. 6.

4.84   ASLA Tasmania said that there needs to be a dedicated allocation for teacher librarians in schools that is outside the staffing formula to redress the situation.[89]

4.85   ALIA's members also urged the Commonwealth Government to redress the shortage by endorsing the principle of having 'a teacher librarian in every school.'[90]

4.86   It is worth restating that the responsibility for determining staffing allocations for schools, including school libraries, rests with various education authorities across jurisdictions and not the Commonwealth Government.

4.87   As mentioned in chapter three, states have their own formulas for teacher librarians at the secondary school level. NSW has a formula to ensure that there is a teacher librarian presence in all its primary and secondary schools.

Non-uniformity of teacher qualifications and requirements for working in a school library

4.88   Another issue brought to the attention of the Committee was the non-uniformity between qualifications for teacher librarians, namely that one could obtain a Masters from some universities in the same time that it takes to complete a graduate diploma in others.

4.89   For instance, it is unclear why the ECU graduate diploma could not be upgraded to a Masters in order to make it a more attractive qualification to prospective students.

4.90   Ms Combes of ECU told the Committee that there were a number of reasons why this had not occurred, but ultimately, her students come out with a diploma that is exactly the same as the CSU masters degree, if not more technical than the CSU qualification. The ECU degree is also equivalent to the QUT masters accreditation. Ms Combes said that the graduate diploma, as it stands, offers students maximum flexibility so that that graduates are highly sought after in the public library sectors as children's librarians. [91]

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89   ASLA Tasmania, *Committee Hansard,* Tasmania, 30 April 2010, p. 6.
90   ALIA, *Submission 322.1*, p. 2.
91   Ms Combes, *Committee Hansard,* Perth, 13 July 2010, pp. 9-10.

4.91   The different states and territories also have different qualification requirements for the staff working in their school libraries. NSW is the only state that mandates the use of dual qualified staff.

More flexible pathways into the profession

4.92   ASLA pointed to a number of determinants and obstacles that prospective students face when commencing teacher librarianship qualifications. In addition to the uncertainty concerning future job prospects, enrolment by distance education is not an attractive option for everyone; high fees that may require students to continue working at the same time as they are studying; and employers may not support or recognise their additional qualifications.[92]

4.93   ASLA ACT made a number of suggestions regarding encouraging people to enter the profession. These included:

- providing access to flexible teacher librarian courses that are structured around less busy professional times in the teaching year;

- offering targeted scholarships to assist teachers or librarians to meet the cost of undertaking further study to attain the dual qualification of a teacher librarian;

- providing opportunities for teachers to work in tandem alongside an existing teacher librarian for a period of time to gain a greater understanding of the position and to see if that is something they would like to pursue as a career path; and,

- providing opportunities for pre-service teachers to complete a unit of studies related to school libraries and information literacy.[93]

4.94   Other witnesses supported the reinstatement of undergraduate courses such as those offered years ago in NSW and WA.[94] The Western Association of Teacher Librarians NSW said that 'this type of course would complement the post-graduate course which attracts more mature age teachers.'[95]

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92   ASLA, *Submission 327,* p. 11.
93   ASLA ACT, *Committee Hansard,* Canberra, 7 May 2010, p. 3.
94   Western Association of Teacher Librarians NSW, *Submission 105,* p. 2 and CSU, *Committee Hansard*, Canberra, 3 June 2010, p. 9.
95   Western Association of Teacher Librarians NSW, *Submission 105,* p. 2.

4.95   However, Dr Bales, President of the Australian School Library Association in Tasmania, endorsed the current means of gaining teacher librarian qualifications, namely that students undertake post-graduate studies rather than expanding undergraduate courses:

> To be an effective teacher librarian you need teaching experience, which means that you need a degree.[96]

Scholarships

4.96   ALIA emphasised the need for additional scholarships to support education options for qualified librarians to be able to become qualified teacher librarians with minimum disruption so that vacancies can be filled.[97]

4.97   A number of witnesses, including ASLA and the Joint Use Libraries Association, endorsed the NSW/CSU model where student teachers are given financial support to complete a graduate certificate in teacher librarianship[98] and which is, according to CSU, yielding results. The NSW Department of Education and Training advised that 287 public school teachers in NSW had completed the course from 2003-09 and a further 48 were expected to complete the program in 2010.[99]

4.98   Brisbane Catholic Education described scholarships for teachers in its schools to complete the Master of Education (Teacher Librarianship) program at QUT in order to redress its teacher shortages:

> We have a long running sponsorship program where we identify needs in our schools. This became a need. We are an ageing population and in the last couple of years when we have sought suitable teacher librarians, we have noticed that the pool has become smaller....it is a popular course.[100]

4.99   In 2009 and 2010, 36 scholarships were offered by Brisbane Catholic Education and a further round will be offered for students commencing courses in 2011.[101]

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96   Dr Bales, *Committee Hansard,* Hobart, 30 April 2010, p. 10.
97   ALIA, *Committee Hansard,* Adelaide, 12 July 2010, p. 7.
98   ASLA, *Submission 327*, p. 17, and Joint Use Libraries Association, *Committee Hansard*, Adelaide, 12 July 2010, p. 11.
99   NSW Department Education and Training, Submission *112*, p. 4.
100   Brisbane Catholic Education, *Committee Hansard*, Brisbane, 6 July 2010, p. 51.
101   Brisbane Catholic Education, *Committee Hansard*, Brisbane, 6 July 2010, p. 54.

Broadening teaching opportunities in general

4.100   DEEWR agreed that addressing these issues and 'expanding pathways into teaching is very important.' The Department advised the Committee that the new national professional standards for teachers would encourage students who were beginning their teaching career to progress into specialities like teacher librarianship and be recompensed accordingly.[102]

4.101   Whilst teacher librarians courses are a matter for universities to determine and not the Commonwealth, DEEWR advised of a number of Commonwealth initiatives that seek to broaden teaching opportunities:

> The overall spirit of the Improving Teacher Quality National Partnership is to broaden the pathways into teaching from the traditional entry points, particularly through employment based programs. We have one being trialled currently, the Teach for Australia program, which is a national program. In addition to that, each state has designed its own pathway into teaching which has variations on Teach for Australia. It could be scholarships, internships or new ways of attracting people who traditionally have not thought of going into teaching and also reforming the methodology for how teaching can occur.[103]

4.102   DEEWR indicated that there is currently no specific program in existence (at the Commonwealth, state or territory level) for facilitating greater entry into teacher librarianship.[104]

4.103   Under the Improving Teacher Quality National Partnership work is being done to address workforce shortages identified by employers, namely paraprofessionals and support staff, including library technical support.[105]

4.104   DEEWR stressed that the changes are:

> Focused more on structural reforms across the entire workforce rather than on individual strategies that might look particularly at teacher librarians [or indeed any other specialty teacher].[106]

4.105   ASLA noted that it advises potential students on ways to enter the profession and requires them to be qualified teachers before undertaking a Graduate Diploma of Education. At the same time ASLA continues to explore other pathways into the profession:

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102 DEEWR, *Committee Hansard,* Canberra, 17 June 2010, p. 16.
103 DEEWR, *Committee Hansard,* Canberra, 11 February 2011, p. 22.
104 DEEWR, *Committee Hansard,* Canberra, 11 February 2011, p. 22.
105 DEEWR, *Committee Hansard,* Canberra, 11 February 2011, p. 22.
106 DEEWR, *Committee Hansard,* Canberra, 11 February 2011, p. 22.

> Of course, we are always trying to look at exploring different ways
> of bringing people through from, say, the paraprofessional level
> on a pathway of library technician to librarian and into teaching.[107]

Limited professional development

4.106   The Australian School Libraries Research Project on teacher librarians
        provides statistics and commentary on the level of professional
        development (PD) activities being undertaken by teacher librarians in
        government and non-government schools.[108] The study surveyed 863
        teacher librarians from all states and territories and found:

> that teacher librarians are generally a pro-active and engaged
> group with regard to accessing and participating in PD. However
> greater access and participating can only benefit the group as a
> whole.[109]

4.107   The study found that some 45–50 per cent of teacher librarians are actively
        engaged in PD activities ranging from conferences, outside school PD and
        publishing in professional journals.[110]

4.108   About a third of the sample group, 30.5 per cent, did not participate in or
        appear to have access to PD activity. Those with the lowest participation
        rates were from Christian, Catholic or schools designated as Other.[111]

4.109   About half of the teacher librarians surveyed accessed a range of electronic
        PD resources (including OZTLNet, a list community hosted by CSU[112] for
        information professionals in Australian schools). However, approximately

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107   ASLA, *Committee Hansard,* Canberra, 11 February 2011, p. 16.

108   B. Combes, 'Australian School Libraries Research Project: A snapshot of Australian teacher
      librarians, Report 1,' 2008, accessed 18 February 2011 at
      <http://www.chs.ecu.edu.au/portals/ASLRP/report/teacher-librarians/profdev.html>.

109   B. Combes, 'Australian School Libraries Research Project: A snapshot of Australian teacher
      librarians, Report 1,' 2008, accessed 18 February 2011 at
      <http://www.chs.ecu.edu.au/portals/ASLRP/report/teacher-librarians/profdev.html>.

110   B. Combes, 'Australian School Libraries Research Project: A snapshot of Australian teacher
      librarians, Report 1,' 2008, accessed 18 February 2011 at
      <http://www.chs.ecu.edu.au/portals/ASLRP/report/teacher-librarians/profdev.html>.

111   B. Combes, 'Australian School Libraries Research Project: A snapshot of Australian teacher
      librarians, Report 1,' 2008, accessed 18 February 2011 at
      <http://www.chs.ecu.edu.au/portals/ASLRP/report/teacher-librarians/profdev.html>.

112   Centre for Studies in Teacher Librarianship, 'OZTL_NET: A list community for information
      professionals in Australia, 2003, accessed 18 February 2011 at
      <http://www.csu.edu.au/cstl/oztl_net/>.

19 per cent of teacher librarians reported using no form of online PD resources.[113]

4.110   There are discrepancies between the states. For instance, the lowest participation rates in PD are in WA and VIC. The ACT and Tasmania have the highest participation rates. Teacher librarians in ACT, QLD and SA are less likely than the other states and territories to access PD using electronic resources.[114] Even in NSW, where teacher librarians are said to average 9-12 days of PD, teacher librarians commonly report receiving less.[115]

4.111   The Committee sought to glean some of the reasons behind the lack of PD occurring and to gain a fuller picture of the situation in its entirety. It struck members that it was not so much that teacher librarians did not seek out PD activities - some were in fact very active - but rather that it is only available on an ad hoc basis, with disparities experienced across Australian jurisdictions. Some schools support their teacher librarians to attend conferences, but other teacher librarians need to pay for their own PD and participate on their days off.[116] One teacher librarian stated that her principal told her, 'she had no money left in the professional development budget.'[117] In some cases teacher librarians have been turned away from courses because the course provider does not have the capacity to cater for them.[118] It can also be difficult for teacher librarians to take a day away from their school (or schools, if they happen to be working in more than one) to attend PD as it can mean that classroom teachers miss out on having their RFF.[119]

4.112   ALIA and ASLA highlighted the work they do in promoting PD:

> To identify and promote continuous improvement to ensure the library and information profession is recognised as strong, vibrant and responsive to clients' changing needs.[120]

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113 B. Combes, 'Australian School Libraries Research Project: A snapshot of Australian teacher librarians, Report 1,' 2008, accessed 18 February 2011 at <http://www.chs.ecu.edu.au/portals/ASLRP/report/teacher-librarians/profdev.html>.

114 B. Combes, 'Australian School Libraries Research Project: A snapshot of Australian teacher librarians, Report 1,' 2008, accessed 18 February 2011 at <http://www.chs.ecu.edu.au/portals/ASLRP/report/teacher-librarians/profdev.html>.

115 NSW Teachers Federation, *Submission 345,* p. 6.

116 AISWA Libraries Inc, *Submission 181.1*, p. 12 and Ms Dianne Ridley, *Submission 272*, p. 2.

117 Ms C. Owen, *Submission 320*, p. 7.

118 Mrs Worthington, AISWA, *Committee Hansard*, Perth,13 July 2010, p. 47.

119 Ms N. Jackson, *Submission 131*, p. 4.

120 ALIA, *Submission 332,* p. 17.

4.113   ALIA runs a PD scheme, professional development workshops and seminars organised by the ALIA Schools Group.[121]

4.114   ALIA advised that professional development should be a shared responsibility between teacher librarians, employers and trainers to ensure that teacher librarians have opportunities to update skills and enhance services.[122]

4.115   Smaller associations like The Western Association of Teacher Librarians NSW (WATL) and Illawarra School Libraries Association provided evidence of a strong commitment to PD activities.

4.116   WATL described the conference it runs for teacher librarians in the region, saying that it is often the only PD available for their teacher librarians who travel great distances to attend from regional and remote areas. WATL expressed concern about the sustainability of this sort of course, which is reliant on the good will and hard work of committee members, many of whom are approaching retirement age.[123]

4.117   The Illawarra School Libraries Association similarly depends on the generosity of volunteers to run its courses and an ability to run programs on very tight budgets.[124]

4.118   A NT teacher librarian described the only PD she had received as biennial days that she and a colleague had arranged themselves to get together with other teacher librarians from government and private schools across the Top End.[125]

4.119   Several witnesses emphasised how important PD is for teacher librarians in today's environment with new technologies and online resources coming on board. ALIA noted that Commonwealth Government schemes like the DER computer fund rollout and having the new national curriculum available online, will necessitate additional training.[126]

4.120   As mentioned in chapter two, DEEWR advised that government schemes like the Digital Education Revolution (DER) do have training components built into them.

4.121   The Committee agrees that appropriate training should accompany Commonwealth Government reform rollouts. The Committee

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121 ALIA, *Submission 332,* p. 17.
122 ALIA, *Submission 332,* p. 17.
123 WATL*, Submission 105*, p. 3.
124 Illawarra School Libraries Association, *Submission 107*, p. 8.
125 Ms Shor*t, Submission 86*, p. 4.
126 ALIA, *Submission 332,* p. 17.

acknowledges that this is to occur with the DER rollout and recommends similar for the new national curriculum rollout.

Recommendation 7

The Committee recommends that the rollout of the new national curriculum, which is to be made available online, include a component of training for teacher librarians.

Limited promotional opportunities

4.122   In addition to limited PD opportunities, teacher librarians stated that there is little scope to move up in the school hierarchy. Comments on this matter included:

> There are few promotion possibilities for teacher librarians within government schools...

> The lack of promotion opportunity in primary school as we are nearly all part time.

> The profession requires the [person] in the role to exhibit leadership, to integrate technology applications into the curriculum, and help teachers to do this, but is rarely seen as a stepping stone to promotion.[127]

4.123   As discussed in chapter three, it is largely incumbent on teacher librarians to pursue their own leadership opportunities within their schools.

Lack of national data on staffing situation

> It would be useful to have an accurate snapshot of what is currently happening around the country in regard to school staffing.[128]

> We urgently need to collect national data, rather than bumbling along on anecdotal information. The current picture is not a very

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127   CBCA, *Submission 296*, Attachment C, p. 5.

128   M. Lonsdale, *Impact of School Libraries on Student Achievement: A Review of the Research*, Australian Council for Educational Research, Camberwell, p. 32, 2003.

positive one and the need to review this in order to prepare for appropriate future planning is critical.[129]

4.124 Anecdotal evidence from around the country indicated that libraries are not being staffed by qualified teacher librarians to the same level that they were in the past. Some new primary schools will not have a library and other new libraries will merely be staffed by library technicians. All libraries and staff appear to have more asked of them than in the past, with a greater administrative burden placed on them and more students per staff member.[130]

4.125 One of the dominant themes that emerged is a lack of hard data, especially collated at the national level relating to staffing issues, specifically determining the actual numbers of teacher librarians in Australian schools, their qualifications, and part-time/full-time status).

4.126 ASLA provided a rough estimate, saying that there is a shortage of around 2 500 or 3 000 teacher librarians.[131]

4.127 ASLA stated that the shortage of teacher librarians in Australian schools was of greatest concern in primary schools:

> It would be fair to say that in secondary schools Australia wide there are teacher librarians. The issue is more in the primary sector.[132]

4.128 DEEWR acknowledged upfront the difficulties of gathering statistics:

> A lack of systematically aggregated national data makes it difficult to gain an accurate picture of national trends in Australia in relation to the staffing of school libraries.[133]

4.129 This also appeared to be the case at the state and territory level too. The NT Department of Education could only provide 'a very rough figure' for how many teacher librarians were currently employed at primary schools.[134]

4.130 Similarly, the Tasmanian Department of Education could not provide an exact number of teacher librarians:

129 Ms Pickersgill, *Submission 182*, p. 5.
130 Ms Denniss, *Committee Hansard*, Darwin, 5 July 2010, pp. 1-3.
131 ASLA, Committee Hansard, Sydney, 28 April 2010, pp. 12-13.
132 ASLA, *Committee Hansard*, Sydney, 28 April 2010, p. 4.
133 DEEWR, *Submission 344*, p. 11.
134 NT Department of Education and Training, *Committee Hansard*, Darwin, 5 July 2010, p. 29

> I believe there are 19, all part-time. That is not definitive; we were unable to extract that from our HR data. That is based on a phone around.[135]

4.131   The Committee asked DEEWR to supply it with figures of the numbers of teacher librarians throughout the country. DEEWR advised that a 2006-2007 survey *Staff in Australian Schools* provided some data on primary but not secondary schools.[136]

4.132   According to that survey, there were approximately 6 300 fully qualified primary specialist teacher librarians and an additional 12 000-plus primary teachers who had undertaken some specialist library training.[137]

4.133   DEEWR advised that the survey is about to be repeated (focusing on demographics and supply and demand, and picking up on trends as a result of the BER), with the data to be made available in early 2011.[138] DEEWR later confirmed that the staff survey was completed in late 2010 but that the data would not be made available until mid 2011.[139]

4.134   DEEWR expanded on how the survey was conducted:

> There is a random selection of schools and all the staff within that school is invited to respond to the survey. The principal has a specific survey that has quite a strong focus on supply and demand issues across all subject areas relevant to that particular school and all teachers are invited to participate. The sort of data that is gathered includes age range, intention to retire, intention to continue teaching and seek promotion so that collectively we can have a view about the whole workforce data. It does include opportunities for specialist areas such as the teacher librarian to be highlighted if they are in fact issues that are emerging – that is, from a schools' perspective.[140]

4.135   The Department added that data will be sought in relation to teachers and teacher librarians' employment status, type of employment and time fraction employed:

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135 Tasmanian Department of Education, *Committee Hansard,* Hobart, 30 April 2010. p. 68.
136 DEEWR, *Committee Hansard,* Canberra, 17 June 2010, p. 9.
137 DEEWR, *Submission 344*, p. 11.
138 DEEWR, *Committee Hansard,* Canberra, 17 June 2010, p. 9.
139 DEEWR, *Committee Hansard,* Canberra, 11 February 2011, p. 20.
140 DEEWR, *Committee Hansard,* Canberra, 11 February 2011, p. 20.

These categories are likely to include contract and permanent teaching positions for teachers, including specialist teacher librarians.[141]

4.136   The 2008 Combes report, *The Australian School Libraries Research Project Report 1: A snapshot of Australian school libraries and teacher librarians,* provided a breakdown of school library staffing by state. Ms Combes' research showed that large numbers of schools in Tasmania, Victoria, the Northern Territory and Western Australia had no or limited (less than 1.0 full-time equivalent) professional staff in their libraries. In those states professional staff are most likely to be replaced by library technicians or library officers. In total, some 50 per cent of schools in the survey had no professional staff or less than one full-time equivalent working in their library. The independent schools are generally better staffed than government schools.[142]

4.137   Other studies on staffing levels, such as that undertaken by the Association of Independent Schools of Western Australia and the Western Australian School Library Association, sought responses from school libraries in Western Australia on issues they had pertaining to funding and staffing.[143]

4.138   ASLA explained how difficult it is to establish a clear picture of the current staffing situation when there are inconsistencies in the way that data is collected across sectors and jurisdictions:

> It is very difficult when we are dealing with the way that the data is collected...across the various government and non-government agencies...When we are looking at national school statistics, the statistics basically indicate that teachers are lumped in together...it is very difficult to identify the number of people who are actually employed in schools in the capacity of a teacher librarian...The other inconsistency is in the staffing allocation formulas across schools and how they allocate teacher librarian staffing to the particular primary or secondary school sectors. That is an area which causes confusion, particularly with the mobility of the

141   DEEWR, *Submission 344.2*, p. 1.

142   B. Combes, 'Australian School Libraries Research Project: A snapshot of Australian teacher librarians, Report 1,' 2008, accessed 18 February 2011 at <http://www.chs.ecu.edu.au/portals/ASLRP/report/teacher-librarians/profdev.html>.

143   Mrs Worthington, Association of Independent Schools of Western Australia, *Committee Hansard*, 13 July 2010, p. 42.

profession across various jurisdictions and various states and
territories.[144]

4.139   ALIA proposed that a thorough workforce gap analysis of teacher
librarians be undertaken across Australia:

> We would like to develop the research and evidence to be able to
> give a better picture of what is happening and where the gaps are-
> that is, where teacher librarians are required and they are not able
> to fill those positions.[145]

4.140   The Committee agrees that there is a need to undertake research into the
teacher librarian workforce. Without an adequate evidence base it is
difficult to make appropriate recommendations to redress the staffing
level issues.

4.141   DEEWR told the Committee that the Commonwealth Government is now
working collaboratively with states and territories to produce a Workforce
Dataset of the teaching profession that will improve knowledge of
workforce gaps:

> This is being conducted through the MCEETYA ministerial council
> processes and senior officers committee. The process requires
> states and territories to give up and share their information.[146]

4.142   DEEWR pointed out that supply and demand trends have been estimated
in the past but those trends are not always an accurate indication of the
future. One example is the recent global financial crisis, which resulted in
more teachers than predicted staying in their jobs. Collecting data may not
necessarily predict whether there will be shortages of teachers.[147]

4.143   DEEWR emphasised that the 2006/2007 Survey of Staff in Australian
Schools did not indicate that there was a shortage in the teacher librarian
sector at that time.[148]

4.144   The Committee believes that once the workforce dataset has been collated,
further research and analysis can help to determine where workforce gaps
exist across Australian schools.

4.145   One of the other data collection problems brought to the Committee's
attention is that whilst the numbers of teachers are collated nationally

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144 ASLA, *Committee Hansard,* Sydney, 28 April 2010, p. 4.
145 ALIA, *Committee Hansard,* Adelaide, 12 July 2010, p. 4.
146 DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 20.
147 DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 21.
148 DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 20.

(through each state's registration processes), there is no way to determine how many teachers there are in a given speciality, including teacher librarians:

> Every state in this country registers people as a teacher, including a principal. There is no way that you can pull from that national statistical data who is actually a specialist teacher. [149]

4.146   ASLA suggested that the absence of breakdown data may have serious ramifications for the delivery of the national curriculum.[150]

4.147   The Committee considers that this information is vital. Discussion should take place between the Commonwealth and states and territories on ways to collect better data on specialist teachers.

Recommendation 8

The Committee recommends that the Commonwealth Government commission a thorough workforce gap analysis of teacher librarians across Australian schools.

Defining the role of a school library and teacher librarian in 21st century

4.148   The issue of whether 'librarian' is an apt descriptor for the role of teacher librarians in the modern age was one raised earlier in this chapter. Similarly, suggestions were made in regard to rebranding school library facilities as, in one case, to a 'series of resource pods.'[151] ASLA ACT noted:

> We have gone from resource centre to learning centre, and now we are back to libraries.....people just still call it the library.[152]

4.149   Ms Hay suggested that 'the issue was not with the names per se, but ownership of the position:' however, the naming or labelling of librarians

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149   DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 12.

150   ASLA, *Committee Hansard*, Canberra, 11 February 2011, p. 12.

151   Mr Green, Department of Education and Training, NT, *Committee Hansard,* Darwin, 5 July 2010, p. 21.

152   ASLA ACT, *Committee Hansard*, Canberra, 27 May 2010, p. 10.

and libraries was, she said, an interesting issue and perhaps one that students and teachers should be engaged in a dialogue about.[153]

4.150   The notion of school libraries and teacher librarians making themselves relevant in a changing world was one repeatedly raised by many witnesses during the course of the inquiry. The CBCA echoed the sentiment of many when it iterated that:

> Libraries must move with the times...respond to the new demands of curriculum and students and provide as much new technology as possible.[154]

4.151   ASLA ACT added, 'maybe what we have to do is promote that libraries are not just books anymore.'[155]

4.152   At the same time, CBCA warned that teacher librarians should not just become computer specialists:

> ...a teacher librarian has to be balanced, has to have both those skills and has to be able to deliver both the literature and technology.[156]

4.153   The Committee queried why it was apparently so difficult to attract younger people into the profession. The Committee believes that there is scope for DEEWR, together with other stakeholders, including state and territory education authorities and the library associations, to conduct a range of forums across the country with interested parties, and relevant stakeholders about what a contemporary school library and teacher librarian does and should do in a 21st century learning environment.

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153 CSU, *Committee Hansard,* Canberra, 3 June 2010, p. 6.

154 CBCA, *Committee Hansard,* Adelaide, 12 July 2010, p. 29.

155 ASLA ACT, *Committee Hansard*, Canberra, 27 May 2010, p. 10.

156 CBCA, *Committee Hansard,* Perth, 13 July 2010, p. 20.

Recommendation 9

> **The Committee recommends that the Minister for School Education, Early Childhood and Youth, through the Ministerial Council for Education, Early Childhood Development and Youth Affairs, establish a national dialogue, including with tertiary providers, on the role of teacher librarians today in schools and into the future. The dialogue should include an examination of the adequacy of the pathways into the profession and ongoing training requirements.**

Repositioning the status of teacher librarians in Australia

4.154   A number of Australian teacher librarians indicated that they had been attracted to working overseas, especially in school libraries in Asia, where they are more highly valued. One teacher librarian described his personal situation:

> I have been a teacher librarian for five years, but already in that time have found that I have needed to move offshore for work. The role of a teacher librarian is diminishing in Australia and with low pay and conditions, I find it much better to work overseas – where this profession is rewarded both professionally and financially.[157]

4.155   ASLA said that teacher librarians are increasingly attracted to working in libraries other than school libraries, such as state libraries or the National Library, where they feel they are more valued.[158]

4.156   Witnesses indicated that if conditions were to improve expatriate librarians might be encouraged to return to work in Australian school libraries.[159]

4.157   Chapter three referred to the scope for teacher librarians to self promote and the peak library bodies to demonstrate the links between good teacher librarians and student achievement. State and territory education authorities also have a role to play.

4.158   Another way to elevate the status of teacher librarianship is to establish more chairs of teacher librarianship in universities. Dr Hanisch, a

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157   Mr Farr, *Submission 8*, p. 1.

158   ASLA, Committee Hansard, Sydney, 28 April 2010, pp. 9-10.

159   See for instance, Mr Farr, Submission 8, and Ms M. Kittson, *Submission 197.*

researcher from South Australia, noted that there were too few professors of library and information management in existence. Additional professors may raise the profile and increase the research being undertaken in the field.[160]

Marketing campaigns at state and territory education authorities level

4.159   There appeared to be limited marketing campaigns for the purpose of recruiting teacher librarians occurring at the state and territory government level.

4.160   South Australian representatives said that there were no obvious recruitment procedures in place in their state to encourage anyone into the profession.[161]

4.161   Mr Hagan, of the New South Wales Primary Principals Association, told the Committee that the most recent NSW general library policy document was some 23 years old and in need of renewal, especially in relation to new technology.[162]

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160   Dr Hanisch, *Committee Hansard*, Adelaide, 12 July 2010, p. 30.
161   Joint Use Libraries Association, *Committee Hansard,* Adelaide, 12 July 2010, p. 11.
162   NSW Primary Principals Association, *Committee Hansard*, Sydney, 28 April 2010, p. 20.

5

Partnering and supporting school libraries and teacher librarians

Introduction

5.1   The inquiry was presented with numerous examples that highlight opportunities for productive partnerships available to school libraries.

5.2   The Australian School Library Association (ASLA) and the Australian Library and Information Association (ALIA) pointed to a range of institutions and organisations that currently support school libraries Australia–wide.

5.3   These include:

- Federal/State/territory governments and agencies;
- National Library of Australia – Electronic Resources Australia and state libraries;
- Public libraries; and
- Parent associations.[1]

5.4   The submissions from ASLA and ALIA, and many others, indicated that there is ongoing collaboration and cooperation between school libraries and different levels of government and local communities. However, there is also scope for further innovative partnerships, especially in areas where there is otherwise limited support or training available to teacher librarians. This chapter will refer to support mechanisms provided for by

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1   ASLA, *Submission 327*, p. 3 and ALIA, *Submission 332*, pp. 18-20.

government departments and agencies, other support available from the community, and existing partnerships such as joint-use libraries.

Government departments and agencies

5.5   As mentioned repeatedly throughout this report, state and territory government and non-government education authorities have responsibility for managing schools and allocating staff, including school libraries and teacher librarians. As established in chapter two, the Commonwealth Government has a leadership role to play in respect of national vision, partnerships and direction. As such, the Commonwealth Government has made a number of significant investments to support school libraries and teacher librarians with Council of Australian Government reforms and roll-outs of initiatives like the Building the Education Revolution (BER) and Digital Education Revolution (DER) (see chapter two for details).

Department of Education, Employment and Workplace Relations

5.6   ALIA acknowledged the Commonwealth Government's role in involving and coordinating school library and teacher librarian stakeholders with relevant issues; and especially the Department of Education, employment and Workplace Relations (DEEWR) for its:

- Support[ing] school libraries and literacy through its National Literacy and Numeracy Week;
- Support[ing] school libraries in their literacy activities through Smarter Schools; and
- Support[ing] school libraries and teacher librarians through this inquiry into school libraries and teacher librarians, and through their recognition of the important role of school libraries and teacher librarians in supporting educational outcomes.[2]

5.7   Other Commonwealth government departments and agencies that support school libraries, as acknowledged by ALIA, include: the Department of Broadband, Communications and the Digital Economy; the Australian Communication and Media Authority (ACMA); and Education Services Australia (ESA).[3]

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2   ALIA, *Submission 332*, pp. 19-20.
3   ALIA, *Submission 332*, p. 19.

ACMA and Department of Broadband, Communications and Digital Economy

5.8   The role of ACMA and Department of Broadband, Communications and the Digital Economy was previously referred to in chapter two, specifically with respect to cybersafety programs.[4]

Education Services Australia

5.9   As indicated in chapter two, Education Services Australia, created through the merger of Curriculum Corporation and Education.au, is a national not-for-profit ministerial company owned by all Australian education ministers. The company was established to advance key nationally-agreed education initiatives, programs and projects like the National Curriculum and the Digital Education Revolution.[5]

5.10   ESA described its range of services to school libraries including, principally, the Schools Catalogue Information Service (SCIS)[6] and the Education Network Australia (EdNA), which provides quality online resources and collaborative networks for the school sector:[7]

> SCIS provides schools with access to a database of consistent catalogue records created according to agreed national standards, in order to reduce the cost and duplication of effort of cataloguing resources in schools. SCIS reduces the cost and effort required by library staff, freeing staff to teach students.[8]

> EdNA service provides a host of applications and tools, networking and web 2.0 technologies designed for the Australian education and training community, for educational and research purposes. For over 10 years EdNA has supported school libraries through a collection of evaluated online curriculum and professional resources, a federated search across key national and

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4   ALIA, *Submission 332*, p. 19.

5   ALIA, *Submission 332*, p. 18. See the Education Services Australia website for details: Education Services Australia, 'About Us,' 2011, accessed 18 February 2011 at <http://www.esa.edu.au/>.

6   See the Schools Catalogue Information Service website: Schools Catalogue Information Service, 'What is SCIS,' undated, accessed 18 February 2011 at <http://www2.curriculum.edu.au/scis/home.html>.

7   See the Education Network Australia website: Education Services Australia, 'Home,' 7 February 2011, accessed 18 February 2011 at <http://www.edna.edu.au/edna/go>.

8   Education Services Australia, *Submission 119*, p. 2.

international education repositories and through the promotion of the benefits of technology for education and training in Australia.[9]

5.11   ESA publishes the current standards document for Australian school libraries, *Learning for the Future: Developing Information Services in Australian Schools*.[10] The document is predominantly concerned with the implementation and role of ICT in school learning environments.[11]

5.12   ESA manages the national resource collection and infrastructure of digital curriculum resources (currently aligned with the curriculums of the states and territories and to be aligned with the national curriculum). On behalf of Australia's school libraries, ESA forms strong links with libraries and cultural organisations at a national level to procure and disseminate digital resources.[12]

5.13   ESA also develops and maintains the Schools Online Thesaurus (ScOT), which provides a controlled vocabulary of terms tailored to Australian schools, encompassing all curriculum areas. The ScOT vocabulary may be integrated into the search mechanisms of school library and management systems, enabling related resources to be identified within broader collections of content. [13]

5.14   ESA described all its services as:

>   Collaboratively networked services developed with states and territories and the school community of users, of which school libraries form the major basis.[14]

5.15   This is a point worth underscoring in this section as much as the chapter as a whole. Namely, that the Commonwealth Government and several other partners are endeavouring to engage and work inclusively with school libraries and teacher librarians. ASLA acknowledged the Commonwealth's efforts in this regard. ASLA noted that teacher librarians have been involved in contributing to the EdNA service since its inception;[15] the development of the new Australian Institute for Teaching

9   Education Services Australia, *Submission 119*, p. 2.

10   Education Services Australia, *Submission 119*, p. 2.

11   See ALSA, 'Learning for the future: developing information services in schools (Second edition),' October 2010, accessed 9 February 2011 at <http://www.asla.org.au/pubs/lftf.htm>.

12   Education Services Australia, *Submission 119*, p. 2.

13   Education Services Australia, *Submission 119*, p. 2. See also Schools Online Thesaurus website: Education Services Australia, 'What is ScOT,' undated, accessed 18 February 2011 at <http://scot.curriculum.edu.au/what_is_scot.html>.

14   Education Services Australia, *Submission 119,* p. 2.

15   ASLA, *Submission 327*, p. 13.

and School Leadership (AITSL) National Professional Standards for Teachers; and a range of different consultation forums.[16]

5.16   ASLA recommended that the Commonwealth Government continue to fund school-based services (for example, SCIS and EdNA) provided by ESA.[17]

5.17   The Committee acknowledges the value of this partnership and its collaborative nature.

State and territory governments

5.18   State and territory governments are responsible for managing schools and allocating staff, including school libraries and teacher librarians.

5.19   States and territories have different policies and practices in relation to school libraries and teacher librarians but all share a common interest – along with the Commonwealth Government - in trying to foster productive and supportive relationships:

> [The NSW Department wishes to] ensure the place and role of school libraries and teacher librarians into the future and [provide] guidance for consistent, equitable implementation at the school level.[18]
>
> [With the BER investment] many [Queensland] schools have rethought and reimagined their library spaces to be the hub of learning in their schools.[19]
>
> The new libraries, resource centres and upgraded existing libraries [associated with the BER scheme] will increase the Northern Territory's capacity to make planned and sustainable investments in:
>
> - Teaching and learning resources and resource management;
> - Information literate students;
> - Qualified library staff;
> - Community partnerships;
> - Information access and delivery; and
> - Library program administration.[20]

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16   ASLA, *Committee Hansard*, Canberra, 24 June 2010, p. 1.

17   ASLA, *Submission 327*, p. 17.

18   NSW Department of Education, *Submission 112*, p, 4.

19   Queensland Department of Education, *Submission 382,* p. 1.

20   NT Government, *Submission 376*, p. 1.

5.20   Many submitters endorsed the Commonwealth's investments in BER,
         DER and Smarter Schools but acknowledged their respective challenges in
         ensuring that the new facilities have commensurate staffing – an issue
         discussed in chapter two.

5.21   As mentioned in chapters three and four, NSW is the only state that
         applies a staffing formula that ensures that all government schools in
         NSW have access to a teacher librarian.

5.22   State and territory education authorities referred to a range of ways in
         which they seek to support their school libraries and teacher librarians.

5.23   The WA Department of Education advised that its Staffing Directorate
         exists to provide support to schools to get the staff that they need:

> If schools were having difficulty accessing a teacher librarian we
> would know and be doing everything we could to make sure that
> those schools could access a suitably qualified person to fill that
> position.[21]

5.24   The ACT Department of Education expanded on the support it has
         provided in respect of scholarships for teaching staff interested in gaining
         information literacy qualifications and professional development activities
         for library support staff, to develop participants' understandings of library
         databases, use of the internet and audiovisual equipment.[22]

5.25   The SA Government made reference to the Premier's Literacy Program,
         which most schools in South Australia participate in. In most schools this
         program is run through the school library.[23] The Committee understands
         that similar programs operate in some other jurisdictions.

5.26   A number of state and territory governments and departments, including
         the NT Government,[24] SA Government,[25] and the Tasmanian Department
         of Education,[26] made reference to the potential and success of joint-use
         libraries, also referred to as school community libraries, where states and
         local governments jointly operate library facilities to benefit the school and
         wider community.

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21 Mr Thompson, Department of Education & Training, WA, *Committee Hansard*, Perth, 13 July
    2010, p. 65.

22 ACT Department of Education, *Submission 383*, p. 3.

23 SA Government, *Submission 352*, p. 3.

24 NT Government, *Submission 376*, p. 3.

25 SA Government, *Submission 352*, p. 4.

26 Tasmanian Department of Education, *Committee Hansard*, Hobart, 30 April 2010, p. 58.

The National Library and state libraries

5.27   As mentioned in chapter two, the National Library of Australia administers the Electronic Resources Australia (ERA) project, which manages purchasing arrangements as a consortium in order to make it more affordable for libraries to subscribe to electronic resources.

5.28   Some schools currently subscribe to the service and others do not for a host of reasons, mostly pertaining to funding issues. The Committee has commented on this matter and made a recommendation on providing equitable access to online databases.

5.29   The National Library and state libraries can play a supportive role in education and research and the provision of online resources. The Parents and Citizens Association of Corinda State High School referred to the support it received from the State Library of Queensland and National Library in respect of its research needs and access to electronic databases.[27]

5.30   ALIA referred to partnerships with state libraries such as the 'Inside a Dog' project. This is centred on a website promoting young adult literature through highlighting Australian and international works and presenting a program of creative reading activities for schools. The project operates through the Centre for Youth Literature at the State Library of Victoria[28] and receives corporate sponsorship from Clayton Utz.

5.31   The State Library of Western Australia described the success of its Better Beginnings family literacy program. The program is delivered through public libraries to support parents as their child's first teacher. To date it has supported some 70 000 families to provide quality early learning literacy experiences for children aged 0-3 years to ensure that they start school ready to learn.[29]

5.32   The Better Beginnings program is an example of the potential for libraries to have a greater impact on the development and early education of children prior to their commencement at school. The program may ease the transition into the school learning environment.

5.33   Some of the fun activities that bring together young children and books and families at the libraries include:

- Baby rhyme and story sessions hosted by libraries;

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27   Parents and Citizens Association of Corinda State High School, *Submission 130,* p. 3.

28   ALIA, *Submission 332*, p. 19.

29   State Library of Western Australia, *Submission 60*, p.1, and Better Beginnings website: State Library of Western Australia, 'Better Beginnings,' 2007, accessed 18 February 2011 at <http://www.better-beginnings.com.au/>.

- A range of books, rhymes and songs to share with your baby; and
- Story-time boxes with books, puppets, instruments and more to use in playgroups.[30]

5.34 An evaluation study by Edith Cowan University found that the program has had a significant positive impact on early reading practices, attitudes and beliefs:

> Eighty five percent of mothers surveyed reported that they read to their child after being involved in the program (only 14% of these mothers reported reading to their child beforehand) and 62% reported that their confidence in sharing books with their child had increased.[31]

5.35 The State Library of WA is now partnering with the Western Australian Department of Education on a 12 month pilot that extends Better Beginnings to provide support for children aged four and five years when they begin school. Like 'Inside a Dog,' Better Beginnings attracts corporate sponsorship. [32] The program is funded by Rio Tinto, under the WA Community Investment's Future Fund.

5.36 The State Library of Tasmania provides a library management software system (Talis) and associated training to support Department of Education school libraries. [33]

5.37 One successful and expanding project of the State Library of Queensland is the network of Indigenous Knowledge Centres (IKC):

> Indigenous Knowledge Centres (IKCs) are owned, managed and staffed by local Aboriginal or Torres Strait Islander Councils. The State Library of Queensland funds and facilitates the establishment of these Centres, and provides ongoing support through staff training and delivery of programs to promote literacy, build life skills and keep culture strong.[34]

5.38 The Queensland Department of Education and Training elaborated further:

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30   State Library of Western Australia, 'Better Beginnings,' 2007, accessed 18 February 2011 at <http://www.better-beginnings.com.au/>.

31   State Library of Western Australia, *Submission 60*, p.1.

32   State Library of Western Australia, *Submission 60*, p.1.

33   ASLA - Tasmania, *Submission 121*, p. 10.

34   Longtime learning - Queensland Indigenous Knowledge Centres, accessed 23 February 2011 at <http://www.slq.qld.gov.au/__data/assets/pdf_file/0018/133308/Longtime_Learning.pdf>.

> In addition to the traditional library role of lending students books, IKC operates a homework club, assists in the collection and sharing of local Indigenous history amongst students and the community, provides an environment for community based activities to operate and undertakes educational and functional computer and cinematic classes.
>
> Digital media developed at IKC, often involving members of the community, are recognised as an important way of storing local cultural knowledge, teaching values and sharing opinions.
>
> The enhancement of libraries and a greater involvement of the community in the development of the teacher-librarian role would be seen as a future partnership arrangement which could encourage a greater involvement of students in their own literacy and ICT development.[35]

5.39   There are 20 IKCs in Queensland, predominantly in the Cape York Peninsula and Torres Strait regions. The centres function as a library for school students and a hub for the collection and sharing of Indigenous history. In Cherbourg, for example, the Winifred Fisher Knowledge Centre:

> ...provides a direct link with the local community and specifically focuses on assisting students to develop and value literacy skills and to feel pride in their history through the use of multimedia access.[36]

5.40   Literacy results have been improved and other benefits have become apparent:

> School classes are using the IKC on a regular basis. Students borrow books out and return them the following week, and the level of respect for people and property in the IKC is growing. This is a very good outcome in addition to the improvements in reading.[37]

5.41   The Indigenous Knowledge Centre at Cherbourg also has a homework club for students. The facility has generated an enthusiasm for learning:

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35   Queensland Department of Education and Training, *Submission 382*, p. 4.
36   Queensland Department of Education and Training, *Submission 382*, p. 4.
37   The Winifred Fisher Indigenous Knowledge Centre, accessed 23 February 2011 at http://www.cherbourss.eq.edu.au/IKC/programs.htm.

> Children are arriving at school by 8 am ready and wanting to read.
> The IKC is open for them to read Accelerated Reader books and
> then do the accompanying comprehension quiz on a computer.[38]

Support personnel within government and non-government agencies and offices

5.42   Ms Mitchell from Education Services Australia said that there is a need for a greater ongoing advocacy presence within all Australian departments of education. This would support school libraries and teacher librarians:

> Representation is one issue. We have certainly heard there is not
> anyone with that responsibility in a lot of our departments.[39]

5.43   Ms Johnston of the Joint Use Libraries Association agreed, saying that 'there needs to be a policy and project officer with responsibility for school libraries in each state and territory.'[40] She cited the NSW Department of Education and Training as a model:

> In NSW there is that central support, and we would like to see that
> re-established so that everybody has access to that.[41]

5.44   The South Brisbane network, 'Teacher librarians connecting,' endorsed the need for this type of support, recommending:

> Reinstating the ongoing development of school libraries with
> support from a central advisory body (as in the past e.g LARS).[42]

5.45   Another Queensland submitter, Mr Bahnisch, suggested revisiting the notion of regional library advisers. This would involve identifying and using high performing teacher librarians as mentors for other librarians in a given area.[43]

5.46   ASLA emphasised that it was highly desirable for support personnel within education authorities to work with teacher librarians to develop the library and information services, and teaching and learning programs of the school library to achieve higher educational outcomes for students:

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38   The Winifred Fisher Indigenous Knowledge Centre, accessed 23 February 2011 at
     http://www.cherbourss.eq.edu.au/IKC/programs.htm.
39   ESA, *Committee Hansard,* Adelaide, 12 July 2010, p. 31.
40   Joint Use Libraries Association, *Committee Hansard,* Adelaide, 12 July 2010, p. 11.
41   Joint Use Libraries Association, *Committee Hansard*, Adelaide, 12 July 2010, p. 11.
42   Teacher librarians connecting, South Brisbane, *Submission 189*, p. 2.
43   Mr Bahnisch, *Submission 385*, p. 19.

> In most cases, the teacher librarian is the only qualified personnel working in the school library. Having access to these support services means the school library is kept up to date as the teacher librarian is informed of changes in teaching and learning principles, learning space design, pedagogical practice, effective school library management, and new and emerging technologies. Those located in regional or remotes school settings in particular are able to participate and benefit by being part of a collaborative community.[44]

5.47   The Children's Book Council of Australia noted that better representation is required in departments of education and also non-government education bodies, including Catholic education offices and independent school boards.[45]

5.48   Mrs Wake, from the Association of Independent Schools in Western Australia (AISWA), also lamented the lack of existing support and advocacy services for independent school librarians:

> AISWA, to my knowledge, has never had a library support system. The Catholic Education Office [in WA] had a library consultant 15 years ago. She became ill. [No one replaced her].[46]

5.49   ASLA similarly suggested that DEEWR establish a unit with the Department to focus on school libraries and teacher librarians, and coordinating policies and benchmarks for 21st century learning skills.[47]

5.50   At present there is no designated area within the DEEWR that deals specifically with issues for school libraries and teacher librarians. The current organisational structure deals with broader issues, for example, teacher quality and teaching issues, curriculum issues, and ICT issues.[48]

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44   ASLA, *Submission 327*, p. 12.

45   CBCA, *Committee Hansard,* Adelaide, 12 July 2010, CBCA, p. 32.

46   Mrs Wake, AISWA, *Committee Hansard,* Perth, 13 July 2010, p. 46.

47   ASLA, *Submission 327*, p. 16.

48   Dr Evan Arthur, DEEWR, *Committee Hansard*, Canberra, 11 February 2011, p. 29.

> **Recommendation 10**

> **The Committee recommends that the Commonwealth Government, through the Ministerial Council for Education, Early Childhood and Youth Affairs, discuss ways to enhance partnerships with state and territory and local levels of government to support school libraries and teacher librarians.**

Other support for teacher librarians

Parent associations

5.51   Parent bodies can provide invaluable support to a school library through a variety of means, including raising funds to purchase books, other educational resources, ICT equipment and furniture for the school library. Parents also volunteer their time to provide assistance to school library staff:

> I have parents who regularly volunteer their services to help maintain our library and make it the centre of the school, as it should be.[49]

5.52   While wider school community support certainly varies across Australian schools, a number of submissions attested to the tremendous support provided to school libraries by parent associations at their schools.[50]

5.53   Teacher librarians at Ogilvie High School referred to their library upgrade that was completed with money provided by the parent association.[51]

5.54   The Giralang Primary School Parents and Citizens Committee (P&C) outlined the various ways that parents played a vital role in supporting their small school library:

> Parents at Giralang Primary School take a hands-on role in the activities of the library by donating their time to assist the librarian. It is estimated that parents volunteer 2-3 hours per week in the library. In addition, voluntary contributions made to the school can be nominated by individual parents to be allocated

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49   Mrs M. Cooper, *Submission 79*, p. 7.

50   For instance, ALIA, *Submission 332*, p. 20, Giralang Primary School (ACT) Parents and Citizens Committee, *Submission 276*, p. 3, Ms I. Williams and Ms J. Budge, *Submission 219*, p. 2.

51   Ms. I. Williams and Ms J. Budge, *Submission 219*, p. 2.

> towards the library trust fund. Parents also donate used books to improve library resources.
>
> The P&C Committee have also provided funding for items such as bean bags to make the library a safe and welcoming place for students.[52]

5.55   Ms Margaret Cooper, librarian and President of the Illawarra School Libraries Association, pointed to the importance of teacher librarians cultivating a good relationship with the parents association. She said that teacher librarians must be proactive and suggested they attend meetings of the P&C in order to elicit support. She described how this strategy had paid dividends in her experience:

> I have worked hard to develop this profile...advertising the role of the library...the P & C community at our school recognise that the library is a whole school resource and that it is a facility used and enjoyed by all the children.[53]

5.56   ALIA and The Association of Parents and Friends of ACT Schools suggested that one issue teacher librarians and parents could work closely together on is cybersafety.[54]

Partnerships with public libraries

5.57   The relationship between school libraries and public libraries can significantly contribute to educational outcomes for Australian students.[55] It was noted that about one third of public library users are preschoolers, students and home-schooled children.[56] Submitters recognised the potential for stronger engagement and a greater alignment between school libraries and public library services.[57] Mrs Kim White, who has experience in both a public library and as a teacher librarian in a school, stated:

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52   Giralang Primary School (ACT) Parents and Citizens Committee, *Submission 276*, p. 3.

53   Mrs M. Cooper, *Submission 79*, pp. 6-7.

54   Association of Parents and Friends of ACT Schools Inc., *Submission 268*, p. 2. And ALIA, *Submission 332*, p. 21.

55   Public Libraries NSW—Country, *Submission 31*, p. 1.

56   Friends of Libraries Australia, *Submission 319*, p. 1.

57   See, for example, Australian Council of State School Organisations, *Submission 326*; Friends of Libraries Australia, *Submission 319*; Public Libraries Network Victoria, *Submission 132*; Joint Use Libraries Association South Australia, *Submission 217*; Western Australian Local Government Association; *Submission 336*; State Library of Western Australia; *Submission 60*;

> I envisage that partnerships with local government public libraries
> will be an integral part of the future of school libraries.[58]

5.58   How partnerships are formed with school libraries and teacher librarians to create beneficial outcomes for communities varies greatly between metropolitan and rural and remote areas.[59]

5.59   The ad hoc nature of existing partnerships between school libraries and public libraries was noted by a contributor to the Australian Council of State School Organisations' submission:

> ...while there are some very good examples of cooperation unfortunately in too many cases it is nothing more, if the students are lucky, than a visit each year to the public library.[60]

5.60   Friend of Libraries Australia (FOLA) noted barriers identified by public libraries to greater cooperation with schools. These include:

- schools not responsive/cooperative/interested;
- failure by schools/teachers to advise potential demands by students;
- primary schools with no libraries/qualified teacher librarians;
- poor information skills of students;
- teachers unaware of the roles and resources of modern public libraries;
- poor discrimination by students/parents in internet use; and
- poor reading ability of students, especially boys.[61]

5.61   FOLA suggested that these issues reflect poor focus or investment by state and territory education authorities and schools in their libraries and teacher librarians.[62]

5.62   The Public Libraries Network Victoria suggested that there is scope for closer partnerships between school and public libraries:

> ... the linking of library management systems so that school students could access public library collections through their

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Public Libraries NSW-Country, *Submission 31*; Public Libraries Metropolitan Association, *Submission 110*; and Ms A. Rout, *Submission 313*.

58   Mrs K. White, *Submission no. 46*, p. 2.

59   Australian Library and Information Association, *Submission 332*, p. 30.

60   Australian Council of State School Organisations, *Submission 326*, pp. 5-6.

61   Friends of Libraries Australia, *Submission 319*, p. 6.

62   Friends of Libraries Australia, *Submission 319*, p. 6.

> school library would greatly improve access to resources for
> school students, particularly in regional Victoria. [63]

5.63   The Committee heard about a number of cases and potential opportunities
        to share resources between school libraries and public libraries. For
        example, the Frankston Library Service and Frankston Secondary College
        are in the process of establishing a joint library card. Public Libraries
        Network Victoria suggests that this idea could be applied across
        Victoria.[64]

5.64   If there were closer relationships between schools and council libraries,
        teacher librarians could hand over class borrowing sessions to council
        staff. This would enable teacher librarians to concentrate on their teaching
        role in information literacy.[65]

5.65   The students and staff of Corinda State High School in Queensland benefit
        from support and partnerships with a range of local, state and federal
        bodies:

> We co-operate with the Brisbane City Council libraries and we are
> very thankful for the wide range of databases, the myTutor service
> and the print resources that they provide for our students.
> Similarly the State Library of Queensland and the National Library
> support us in our research needs and in access to electronic
> resources.
>
> We are also a partnership school with the University of
> Queensland and Griffith University and this allows teachers to
> access the libraries of these organisations.
>
> Our students benefit from these partnerships and we would want
> them to continue.[66]

Case Study: Productive Partnerships—Learning for Life, Mackay, Qld

5.66   One instructive example of cooperation between a school library and a
        public library is the internationally recognised *Productive Partnerships –
        Learning For Life* program, which involves a partnership between Mackay
        West State School Library and Mackay Regional Council Libraries.

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63   Public Libraries Network Victoria, *Submission 132*, p. 2.
64   Public Libraries Network Victoria, *Submission 132*, p. 2.
65   Ms A. Rout, *Submission 313*, p. 7.
66   Parents' and Citizens' Association of Corinda State High School, *Submission 130*, pp. 2-3.

5.67   The philosophy behind the partnership is public libraries and school libraries have common interests, including the core business of literacy and information skills, and share core clients. Mrs Margaret Spillman, teacher librarian at Mackay West State School, stated:

> I cannot provide the resources for my families and for all my students. I have a school of 800 students on a very limited budget. At some point in time I have to say to them, 'Go to the public library.' The public library takes up the slack.

5.68   Mrs Spillman also pointed out that it has been estimated that one-third of a public library's clientele are students.[67]

5.69   Chapter four discussed the importance of the school principal's advocacy for the role of the teacher librarian, and the relationship between principal and teacher librarian is equally important in facilitating effective partnerships involving school libraries. Mrs Spillman stated:

> I am lucky in that I have a supportive principal. When you have supportive principals, the world is your oyster. You can just run things. They will let you run with programs. I am not saying that it was easy, because you still have to work with staff who may not see the value, but, if you have a principal who is on board, who is open to new ideas and who gives you room to run, you end up with something like Productive Partnerships, which has been going since 2002.[68]

5.70   The goals of the Productive Partnerships program are:

- To promote to our school community, services offered by Council Library Services via school newsletter;
- To promote greater awareness in our school community of the valuable role of the public library as a co- educator, especially in the core business area of Literacy;
- To provide a learning network which runs parallel with formal school education;
- To promote greater awareness and understanding of each others role/job description;
- To provide a networked learning community and embed the use of technology;
- To increase numbers of students who are active borrowers from Council Library Services; and

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67   Mrs M. Spillman (Mackay West State School), *Committee Hansard*, 6 July 2010, p. 20.
68   Mrs M. Spillman (Mackay West State School), *Committee Hansard of Evidence*, 6 July 2010, p. 30.

- To emphasise similarities of public/school library's operating systems.[69]

5.71   The program consists of five main elements:

- The **Library Monitor program** recognises student library leadership in the school and aims to provide support for Library Administration; increase ICT skills; provide alternative forms of leadership; develop personal skills; and form a strategic alliance with Mackay Regional Council Libraries.

- The **Work Experience** element of the program began as an Education Queensland professional development initiative. It involves reciprocal library visits for participating staff from Mackay West State School and Mackay Regional Council Libraries. Students, not just from Mackay West, but all who use Mackay libraries are beneficiaries from changes that result from work shadowing.

- **Grade One students at the Library (GOAL)** aims to increase Council Library Membership in the formative early years of Grades 1 and 2 and to improve literacy levels through increased borrowing.

- Mackay West's **website**[70] is used to promote, publicise, inform and educate within the school community and beyond. It has links to Mackay Regional Council Libraries and provides a model for other school/public libraries to follow.

- **Database workshops** involve information services public library staff visiting the school to conduct workshops. This element has continued and expanded to include other schools in the region. [71]

5.72   One of the key factors to a partnership's success is that it is cost neutral, although there is a significant time investment. Ms Kate Balderson, representing Mackay Regional Council Libraries, acknowledged that the time commitment is a factor in working with teacher librarians from other schools in the region.[72]

69   Mackay West State School website, undated, accessed 18 February 2011 at <http://www.mackwestss.eq.edu.au/>.

70   Mackay West State School website, undated, accessed 18 February 2011 at <http://www.mackwestss.eq.edu.au/>.

71   Mackay West State School, Productive Partnerships – Learning for Life, *Submission 370*.

72   Mrs K. Balderson (Mackay Regional Council Libraries), *Committee Hansard of Evidence*, 6 July 2010, p. 21.

Joint-use libraries

5.73   Joint-use libraries are another kind of formalised cooperation between public libraries and school libraries. These were established in Australia in the 1970s. A joint-use library has been defined as:

> A library in which two or more distinct library services providers, usually a school and a public library, serve their client groups in the same building, based on an agreement that specifies the relationship between the providers.[73]

5.74   Mrs Margaret Honan, Chair of the Joint Use Libraries Association sketched a picture of a joint-use library:

> If you can imagine a school library, you come in and you have desks that the students work at. Where you have your stacks of books there is less space and extra stacks. You have chairs back to back around the computers that the students work at. We are fortunate that we can have our huge non-fiction and our adult fiction sections towards one end of the library and the students at the other...it is just your normal school library, but when you walk into it you are sometimes more likely to run into an 85-year-old woman and a three-year-old child than a school student.[74]

5.75   Mrs Deirdre Moloney, a member of the Joint Use Libraries Association and a representative of the Joint Use Libraries Association Executive of Public Libraries, added:

> We are lucky: we have a very good 'friends of the library' organisation, so if you walked into my library you would find that, due to their funding, we have lovely leather lounges and a coffee machine. It is a very welcoming space, and we are lucky enough to have enough room to do that. In the back area we have what is very much a young children's area.[75]

5.76   While joint-use libraries may be established in a variety of locations, and with various partners, they predominantly provide a combined school-

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73   A. Bundy, *Joint use libraries: the ultimate form of cooperation*, p. 1. Published in G. McCabe; J.R. Kennedy; Library, University of South Australia, *Planning the modern public library building*, Libraries Unlimited, Westport, Connecticut, USA 2003.

74   Mrs Margaret Honan, *Committee Hansard*, 12 July 2010, p. 12.

75   Mrs Deirdre Moloney, *Committee Hansard*, 12 July 2010, p. 13.

public library service to rural areas. Other combinations involve institutes of technical and further education, and universities.[76]

5.77   ALIA's position on joint-use libraries is that it supports their establishment on the condition that they 'equal or better the level of service which would be given in separate facilities.' According to ALIA, successful joint-use library development requires:

- The unequivocal commitment of all interested parties;
- Full consultation involving all the parties concerned prior to any decision on establishment;
- Professional advice at an early stage of consideration of a joint-use library - the Australian Library and Information Association can supply names of appropriate consultants;
- Careful consideration of the site of the institution, and of the position and visibility of the library so that convenient access for all potential users is guaranteed;
- Access by all users during the institution's operating hours, with adequate provision for use outside those hours and during vacations;
- Signing of a formal agreement by each of the parties covering all areas relating to the development, funding and continued maintenance of the library;
- The size of the library and its staffing to meet the needs of the whole community served;
- Formal agreement on the process to be followed for a new building or extensions if, after a period of operation, the size of the library proves to be inadequate;
- A Board of Management, representative of all parties and advisory to the library manager;
- An integrated staffing structure with a single library manager. Where a joint-use library is to serve as the library for an educational institution and the public, the appointment of staff with education and public library expertise is desirable; and,
- A regular, preferably externally facilitated, evaluation of the library.[77]

5.78   There are a range of potential benefits that joint-use facilities can offer to schools and communities. Dr Alan Bundy identified these:

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76   ALIA, 'Statement on joint-use libraries,' 2002, accessed 18 February 2011 at <http://www.alia.org.au/policies/joint-use.html>.

77   ALIA, 'Statement on joint-use libraries,' 2002, accessed 18 February 2011 at <http://www.alia.org.au/policies/joint-use.html>.

- provide a greater quantity and quality of collections, electronic resources, services and facilities than would be possible with separate services and smaller budgets;

- provide access to greater numbers of staff;

- allow for extended opening hours and provide access to greater numbers of staff;

- provide access to more than one system for support services eg professional development;

- promote greater community interaction by providing a community focal point;

- increase the community's awareness and understanding of current education practice;

- promote lifelong learning through the educational role of the joint-use library;

- encourage the development of a positive attitude in students towards school; and

- may provide a social justice outcome for smaller communities which could not support separate services.[78]

5.79   FOLA suggested there were up to 600 smaller rural communities in Australia with the potential to establish joint-use libraries, though this would be subject to:

> …political will and directive; strong and unequivocal state/territory education department support; and the availability of committed teacher librarians to lead them.[79]

5.80   The highest concentration of joint-use libraries in Australia is in South Australia, following a political mandate to provide rural communities with access to public libraries in the 1970s.[80] There are 44 school community libraries in the state, hosted by 29 local government authorities.[81] The Joint Use Libraries Association of South Australia stated that these libraries had 'proven a remarkable success' in providing a public library service to the state's rural areas.[82] This success is due to the cooperation between the state education department, local government and the Libraries Board of South Australia.

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78   A. Bundy, *Joint use libraries: the ultimate form of cooperation*, p. 9. Published in G. McCabe; J.R. Kennedy; Library, University of South Australia (2002), *Planning the modern public library building*, Libraries Unlimited, Westport, Connecticut, USA 2003.

79   Friends of Libraries Australia, *Submission 319*, p. 5.

80   A. Bundy, *Joint use libraries: the ultimate form of cooperation*, p. 6. Published in G. McCabe; J.R. Kennedy; Library, University of South Australia (2002), *Planning the modern public library building*, Libraries Unlimited, Westport, Connecticut, USA 2003.

81   Joint Use Libraries Association SA, *Submission 217*, p. 2.

82   Joint Use Libraries Association SA, *Submission 217*, p. 2.

5.81   The establishment of joint use libraries is increasing in other jurisdictions as state and territory education departments express interest in developing partnerships between schools and other community agencies.[83] The State Library of WA acknowledged its support for shared library services that meet the needs of local communities – evidenced by a report jointly commissioned in 2007 by the State Library and the WA Department of Education to assist schools and local governments in planning future projects.[84]

5.82   There are currently 16 joint-use public libraries in Western Australia, jointly funded by local government and schools or other education providers. There are also 30 co-located library/telecentres in regional and remote communities in the state providing a range of online and print resources.[85]

5.83   There are several joint-use school-community libraries in Victoria, with scope to increase the number:

> The Victorian State Government has a policy of encouraging the development of joint use school-community libraries. Caroline Springs is a recent example which has been very successful. In this case the school pays the Melton Shire Council to provide its library service through the public library. The new Altona North Library is adjacent to the Bayside College Altona North campus and is planned to have a close relationship with the school.[86]

5.84   In NSW, another example of a joint-use library is the Minto Community Library:

> It is both a branch of the Campbelltown City Library and the school library for Sarah Redfern High School, Sarah Redfern Primary School and Passfield Park Special School. This dual role gives Minto a unique character and the diversity of its resources benefit both student and public library patrons.[87]

5.85   Tasmania has seven schools that have community libraries providing library access for both school and local community. These are located in rural and remote communities.[88]

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83   Australian Council of State School Organisations, *Submission 326*, pp. 5-6.
84   State Library of Western Australia, *Submission 60*, p. 4.
85   State Library of Western Australia, *Submission 60*, p. 3.
86   Public Libraries Victoria Network Inc., *Submission 132*, p. 3.
87   Ms Cathy Hill, *Submission 193*, p. 7.
88   ASLA - Tasmania, *Submission 121*, p.10.

5.86   The Tasmanian Department of Education noted that joint use libraries in the state had not worked especially well:

> The schools need to use the facility from 9 to 3, on 30-plus weeks a year, and that is often competing with the general public who come at the same time. That often leads to issues. Certainly within our department there are many who have wished it to be a magic bullet for collapsing two infrastructures into one. It has not actually yielded that.[89]

5.87   Dr Jennie Bales, President of ASLA Tasmania, acknowledged some of the challenges from a school perspective in being part of a joint-use library:

> You need to be fairly accommodating. We only have one circulation desk and Friday afternoons when it is still school time and the community library is open I really need to hand that desk over to the community librarian, who is actually a library technician, and we work very hard to make that an easy process. Our school adapts and changes timetables et cetera so that the school library is not being heavily used by students at that time so that there is space for the community…and we have had strangers walking in off the street. I do not know this, but I would imagine that the other community libraries are in a similar situation to ours, where their opening hours are pretty much after school and there is only a small transition.[90]

5.88   Other submitters advised that care needs to be taken when establishing joint-use facilities, particularly with respect to governance arrangements, to ensure that those arrangements best meet the interests of the community.[91] The Joint Use Library Association stated:

> The South Australian model of joint use libraries has been very successful and if it is repeated in other states, for their regional areas, the lessons learnt in South Australia will need to be tempered with our hard earned experience along with the reality of the dual role of Teacher/Librarians.[92]

89   Ms S. Gaskell (Tasmanian Department of Education), *Committee Hansard of Evidence*, 30 April 2010, p. 58.

90   Dr J. Bales, *Committee Hansard of Evidence*, 30 April 2010, p. 4.

91   See, for example, Public Libraries Victoria Network, *Submission 132*, p. 1. Australian Council of State School Organisations, *Submission 326*, pp. 5-6.

92   Joint Use Libraries Association SA, *Submission 217*, p. 5.

5.89   The Western Australian Local Government Association (WALGA) called for further guidance regarding best practice for joint-use libraries across Australia.[93]

Case Study: Taminmin Community Library, Humpty Doo, NT

5.90   Taminmin Community Library is a joint-use library administered by the Northern Territory Library and the Northern Territory Department of Employment, Education and Training.

5.91   The Library is situated in the Taminmin College grounds and provides a library service for people in remote areas of the Top End as well as serving the staff and students of Taminmin College. The college consists of three sub-schools: the senior school of approximately 600 students; the middle school of approximately 600 students; and the Vocational Education and Training section. The college draws students from a radius of 7 500 kilometres.

5.92   Taminmin College teacher librarian, Ms Liz Short, noted that the library was built over 20 years ago to service a school population of approximately 400 and a rural population of approx 8 000. Today, the school's population is over 1 200 and the rural population in the vicinity of 20 000.[94]

5.93   During the week 8-12 March 2010, the average number of students in the library per day was 555 and the number of public patrons per day averaged 172, all within an area of 315 square metres housing over 30 000 print items and associated fixtures and fittings.[95]

5.94   Ms Short commented that she was fortunate to have gained experience in a joint-use library where she has observed how different levels of government and members of the local community can cooperate for the benefit of the whole community. She stated:

> [Joint- use] libraries enable a better use of resources. A simple example is that I can source early reading books for our less literate students and conversely parents from the wider community can source online databases provided by the school. The Library is open for longer hours than a normal school library and this gives students much more access to the facility and resources. Students learn to communicate and work alongside

93   Western Australian Local Government Association, *Submission 336*, p. 13.
94   Ms L. Short, *Submission 86*, p. 2.
95   Ms L. Short, *Submission 86*, p. 2.

older and younger members of their local community and in doing so become aware of the wider world.[96]

5.95   The Committee thinks that the Commonwealth Government in partnership with ASLA should produce a document that highlights the successes and lessons learnt from partnerships between school libraries and other libraries, and joint use libraries that are in existence. Such a document could prove useful to government and non-government education authorities alike as they consider ways to enhance their library services.

5.96   The Committee notes the number of innovative partnerships and programs presented to it throughout the course of the inquiry, including the Better Beginnings initiative in Western Australia, which was evaluated by Edith Cowan University and found to have had such a significant impact on increasing the literacy of participants.

Recommendation 11

The Committee recommends that the Commonwealth Government partner with ASLA and ALIA to produce a document that showcases some of the successful partnerships and programs between school libraries and other libraries, and joint-use libraries. The document should be made available to government and non-government education authorities and school principals.

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96   Ms L. Short, *Submission 86*, p. 5.

6

Concluding comments

6.1   This inquiry was re-referred to the Committee in the 43rd Parliament with the same terms of reference and evidence that the former Standing Committee on Education and Training considered in the 42nd Parliament.

6.2   In order to complete the inquiry the Committee invited the former Chair, Sharon Bird MP, and the former Deputy Chair, Dr Dennis Jensen MP, to brief members privately on their thoughts relating to the inquiry.

6.3   The Committee also invited key stakeholders, including the Department of Education, Employment and Workplace Relations, the Australian School Library Association (ASLA), and the Australian Library and Information Association (ALIA), to update it on developments, prior to completing the report.

6.4   This inquiry has elicited a large response from former and current teacher librarians, whom, between them, have an abundance of experience in the field. Evidence was also provided from school library stakeholders in New Zealand, Asia, and North America.

6.5   The Committee has been impressed by the level of passion of, and dedication of, Australian teacher librarians to their profession and their genuine interest in seeing that it continues to have a viable future.

6.6   It is indisputable that the value of teacher librarians' work has been eroded over the years and undervalued by many in the community, be it by colleagues, principals, parents or those in the wider school community.

6.7   The profession has unfortunately been subject to the many competing priorities that school principals find themselves contending with in an environment in which education budgets are ever stretched.

6.8   A situation has also ensued where fewer teacher librarianship courses and places are offered at a time when there is an apparent shortage of teacher librarians. This comes when there is a greater need for ensuring that students come out of schools equipped with the appropriate digital and information literacy tools that they need to succeed in the modern world.

6.9   A vicious cycle has resulted from under-resourcing school libraries and having insufficient numbers of appropriately qualified staff in them, leading to a poorer quality service, which reduces the demand for teacher librarians as well as the attractiveness of the profession to prospective students.

6.10   The Committee has been struck by the breadth of anecdotal evidence that it received demonstrating the significant contribution to learning outcomes in primary and secondary schools that a fully resourced school library, when staffed by a fully qualified and active teacher librarian, can make. This supports the findings of Australian and international research in this area.

6.11   It is also clear, at least anecdotally, that teacher librarians can play a vital role in educating future global citizens, who need to be not only technically savvy but also responsible cyber citizens, able to discern the value and merit of the overwhelming amount of information that they encounter online.

6.12   It strikes the Committee that there is a fundamental need to collate some hard data to ascertain how many teacher librarians there are in Australia's primary and secondary schools; to identify where the gaps are; and to start to extrapolate the links between library programs, literacy (especially digital literacy, which is as important as regular literacy and numeracy skills), and student achievement.

6.13   This data should be made more transparent and accountable as it becomes available. Including statistical information on teacher librarians on the My School website, similar to the NAPLAN results, may be a useful marker.

6.14   If teacher librarians are going to be expected to assist in major national initiatives, such as the national curriculum and one-to-one computer rollout, there will be a commensurate need for additional resources for their professional development and additional technical and clerical support.

6.15   The Committee also believes that a core set of online databases should be made available to all schools so that students have equitable access to key

online educational resources. The sum of money required to accomplish this goal (less than $5 million) is relatively small, but the benefits seem manifold.

6.16   While the teacher librarians' role appears to be rapidly changing in an ever evolving digital, online and e-learning environment, it is not always clear exactly what role they should and could play in schools to those outside, and even within, the profession.

6.17   This inquiry has started a conversation at the national level about what a teacher librarian is, does, and can do into the future.

6.18   The Committee recommends that the Commonwealth Government work with the states and territories to develop a discrete national policy statement that defines the importance of digital and information literacy for learning in the 21st century, which can be used as a guide for all.

6.19   The Committee believes that leadership statements that help define and provide guidance for attaining the high standards of digital and information literacy and other 21st century learning skills required in our globalised economy are crucial. The consultative role of teacher librarians in this process is fundamental.

6.20   The Committee has repeated throughout the report the delineation of the responsibilities between the Commonwealth and states and territories and other education authorities in Australia's education system. The majority of teacher librarians' concerns and issues do fall to the states and territories.

6.21   This Committee is only empowered to make recommendations to the Commonwealth Government but will disseminate the report to all state and territory education authorities for their reference as well.

6.22   That noted, the Committee wishes to acknowledge the extensive degree of engagement and cooperation that already exists between the Commonwealth and states and territories on educational policy issues of mutual interest. This engagement and cooperation is reflected in the development of the national curriculum, national standards for teachers and roll-outs of the BER and DER, through the Ministerial Council and other consultative forums.

6.23   One very meaningful way to get the momentum started may be to establish a National Year of Reading program with a range of coordinated activities, supported by all levels of government, the peak library bodies, principals and teacher librarians alike.

6.24   The Committee learnt about some of the wonderful partnerships that exist between school libraries and state, local public and tertiary institution libraries. This is a sound foundation for building on.

6.25   There is also scope for teacher librarians and other education stakeholders in the public and private sectors to be more proactive in promoting the contributions of teacher librarians as individual practitioners, leaders in their schools, and in partnership with other bodies. The good stories need to be told.

Amanda Rishworth MP

Chair

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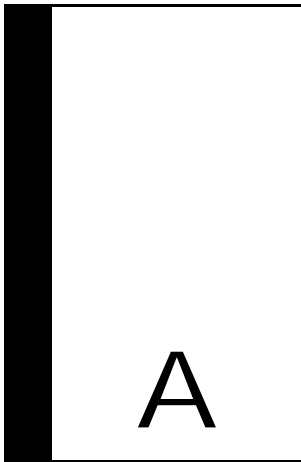
Appendix A – List of submissions

1. Ms Goldie Alexander

2. Ms Dianne Bates

3. Ms Celeste Sowden-Walters

4. Ms Judi Nethery

5. Ms Brenda Flynn

6. Ms Elizabeth Myburgh

7. Dr Anthony Tilke

8. Mr Benjamin Farr

9. Ms Barbara Kirszman

10. Ms Maggie Roche

11. Mr Doug Johnson

12. Ms Lizzie Chase

13. Ms Nicola Tierney

14. Ms Kirsten Wedlock

15. Ms Jane Taylor

16. Dromkeen National Centre for Picture Book Art

17. Ms Lindy Batchelor

18. Willeton Senior High School Library

19. Parliamentary-in-confidence

20. Ms Jan Poona

21. Ms Amy Scott-Preimonas

22. Ms Lea Martin

23. Ms Lee Cutler

24. Ms Ruth Elston

25. Ms Annette Paterson

26. Ms Ruth Sweeney

27. Ms Jill Duffield

28. Create a Kids Book

29. Name withheld

30. Ms Rose Bagoly

31. Public Libraries NSW

32. Ms Jennifer Scheffers

33. Ms Anne Weaver

34. Dr Sandra Cox-Townend

35. School Library Association of New Zealand Aotearoa

36. Ms Barbara Combes

37. Dr Philip Cooney

38. Ms Julia Martin

39. Ms Anni Tkatlian

40. Council of Australian University Librarians

41. Mrs Kim White

42. Ms Dianne Cooper

43. Ms Chenelle Davies

44. Ms Verity Davis-Raiss

45. Ms Anne Flanagan

46. Ms Helen Stevens

47. Mrs Lesley Abrahams

48. Ms Barbara Harrison

49. Ms Sue Whitlock and Ms Cheryl Wilson

50. The Children's Book Council of Australia

    50.1 Supplementary to Submission 50

51. John Septimus Roe Anglican Community School

52. Ms Jann Scott

53. Ms Carol Sheppard

54. Ms Kate Ryan

55. Ms Anne Wood

56. Ms Anne Henderson

57. Ms Barbara Braxton

58. Ms Sharon Uthmannv

59. Ms Jenny Stubbs

60. State Library of Western Australia

61. Ms Angela Maguire

62. Chris Jaques

63. Ms Marianne Musgrove

64. All Saints Anglican School

65. Mr Jeff Herd

66. Catholic Primary Teacher Librarians' Association

67. Ms Anne Hall

68. Mr Andrew Playford

69. Ms Victoria Poulos

70. Ms Tehani Wessely

71. Q Network

72. Ms Sheryl Gwyther

73. Ms Mary Jones

74. Mr Jamie Mckenzie

75. Ms Helen Boelens

76. Ms Judith Way

77. Ms Margaret Jacobs

78. Ms Lynne Mannolini

79. Ms Margaret Cooper

80. Mr Daniel Fallon

81. Ms Julie Arnold

82. Ms Marian Smith

83. Mrs Dianne Mayne

84. Ms Anita Galli

85. Ms Patricia Mack

86. Ms Liz Short

87. Ms Deborah Abela

88. Ms Lucy McCarthy

89. Ms Gabrielle Douglas

90. Ms Sheila O'Callaghan

91. Ms Anne Barwood

92. Ms Angela Anderson

93. Ms Alex Kersemakers

94. Ms Doreen Hopkins

95. Ms Greta Caneva

96. Central Coast Teacher Librarian Network

97. Ms Susan Bryant

98. Ms Clare Treloar

99. Name withheld

100. Sutherland Shire Teacher Librarian Network

101. Ms Heather Kelsall

102. Ms Dee White

103. Children's Book Council of Australia – NSW Branch

104. The Hub: Campaign for Equality School Libraries in Australia

    104.1 Supplementary to Submission 104 (Parliamentary-in Confidence)

105. Western Association of Teacher Librarians

106. Australian Society of Authors

107. Illawarra School Library Association

108. Charles Sturt University

    108.1 Supplementary to Submission 108

109. Association of Independent Schools

110. Public Libraries NSW Metropolitan Association

111. Catholic Education Commission NSW

112. NSW Department of Education and Training

113. Australian Education Union

114. School Library Association of Victoria

115. Teacher Librarians in Melbourne

116. Victorian Catholic Teachers Librarian Network

117. VALA – Libraries, Technology and the Future Inc.

118. Monash University

119. Education Services Australia

    119.1 Supplementary to submission 119

120. Tasmanian State School Parents and Friends Inc.

121. Australian School Library Association, Tasmania

122. Australian Education Union, Tasmania Branch

123. Your School Library

124. Ms Sue Spence

125. Ms Patricia Corby

126. Ms Nadia Wheatley

127. Ms Loretta Kelly

128. Tranby College

129. Ms Pam Harvey

130. Parents & Citizens Association, Corinda State High School

131. Ms Nicole Jackson

132. Public Libraries Victoria Network Inc.

133. Delphian eLearning Pty Ltd.

134. Ms Jane Ducardus

135. Ms Barbara Voigt

136. Ms Glenyss Richardson

137. Broken Hill University Department of Rural Health, University of Sydney

138. Ms Gael Cresp

139. Ms Teresa Ison

140. Ms Cheryl Lopez

141. Catholic Education South Australia

142. Ms Bronwen Bennett

143. Ms Anne Longworth

144. Ms Bernadine Dellit

145. Saving Aussies Books, Re-visited Campaign

146. Avalon Public School

147. Ms Jennifer Jones

148. Mr Mike Dempsey

149. Ms Katrina Germein

150. Ms Maree Girolami

151. Mr Gordon Bull

152. Ms Marjory Gardner

153. Ms Judith Rivers

154. Mr Peter Macinnis

155. Mrs Joanna Durst

156. Ms Jane McKenzie

157. Ms Carol Grantham, Ms Liz Cockshell and Ms Wendy Redden

158. Ms Julie Lake

159. Ms Glenda Morris

160. Ms Jacqueline Hicks

161. Ms Gina Cosma

162. The Southport Preparatory School

163. Center for International Scholarship in School Libraries

164. Parliamentary-in-Confidence

165. Ms Deirdre Moore

166. Ms Anne-Maree Noonan

167. Ms Ruth Anish Carmyn

168. Ms Anne McLachlan

169. Mr Ian McLean

170. Sunshine Coast Teacher-Librarian Network Group

171. Mrs Jeanette Harpley

172. Mr David Novak

173. Pledger Consulting Pty Ltd

174. Sunshine Christian College

175. Young Australian Best Book Awards Council Inc.

176. Parliamentary-in-Confidence

177. Ms Liz Jorgensen

178. The School Library Association of South Australia

179. Ms Marissa Caluzzi

180. Parliamentary-in-Confidence

181. AISWA Libraries Committee

　　　181.1 Supplementary to Submission 181

182. Ms Anne Pickersgill

183. Ms Anne Chowne

184. Ms Mary Nikolakopoulos

185. Ms Karen Garson

186. Ms Dorothy Cooke

187. Mr Darren Johnson

188. Ms Jan Goldsmith

189. Teacher Librarians Connecting, South Brisbane

190. Ms Anne Girolami

191. Ms Kim Yeomans

192. Mr Kerry Neary

193. Ms Cathy Hill

194. St Stephen's Catholic College

195. Mr Richard Opie

196. Braitling Primary School Council

197. Ms Margaret Kittson

198. St Rita's College

199. Ms Elizabeth Williams

200. Ms Nicole Mangelsdorf

201. Gold Coast Branch, School Libraries Association of Queensland

202. Australian School Library Association (ACT)

203. The Children's Book Council of Australia

204. The NSW Primary Principals' Association

205. Ms Grace Kaye

206. Ms Judith Glaubitz

207. Ms Jennifer Osborne

208. Ms Margaret Roc

209. Ms Margo Pickworth

210. Children's Book Council of Australia WA Branch

211. Ms Pamela Vine

212. Ms Jennifer Krassnig

213. Ms Dianne Clifford

214. Miss Eliana Budd

215. St Augustine's Primary School

216. Australian Association for the Teaching of English

217. Joint Use Libraries Association of South Australia

218. Name withheld

219. Ms Isobel Williams & Ms Jill Budge

220. Ms Margaret Simkin

221. Ms Leonie Paatsch

222. Riverside Primary

223. Dr Anne Hazell

224. Ms Maureen O'Shea

225. Ms Kate Reid

226. Ms Jill Budge

227. Ms Monique O'Shea

228. Ms Alinda Sheerman

229. Ms Helen Chapman

230. Dr Jo Hanisch

231. Ms Helen Rushton

232. Ms Annette Ainsworth

233. Ms Susan Bright

234. Ms Robyn King

235. Ms Diane Johnston

236. Ms Helen Jeanette Clarke

237. Ms Helen Stower

238. Ms Julie Grazotis

239. Parliamentary-in-Confidence

240. Queensland Teachers' Union

241. Ms Gaynor Hanna

242. Mrs Robyn Markus-Sandgren

243. Catholic Education Office – Diocese of Toowoomba

244. Mr Patrick Barrett

245. British Colombia Teacher-Librarians' Association

246. Ms Dianne Lane

247. Sacre Coeur

248. West End State School Futue Libraries Reference Group

249. Mr Keith Mullumby

250. Ms Anne Anderson

251. Ms Loretta Kaval

252. Name withheld

253. Mrs Heather Gallagher and Dr Richard Evans

254. Ms Debbie Poskar

255. Softlink International

  255.1 Supplementary to Submission 255

256. Ms Geri Coughlin

257. Ms Shiralee Morris

258. Public Libraries SA

259. Mrs Sandra Hails

260. Ms Melinda Adderley

261. Ms Vicki Stevenson

262. The Hutchins School

263. Parliamentary-in-confidence

264. Ms Rhoda Gill

265. Electronic Resources Australia

 265.1 Supplementary to Submission 265

266. ATSILIRN

267. Fintona Girls' School

268. Association of Parents and Friends of ACT Schools Inc.

269. Ms Sharron Hewer

270. Parliamentary-in-Confidence

271. Ms Margaret Strickland

272. Ms Diane Ridley

273. Parliamentary-in-Confidence

274. Catholic Education Services – Diocese of Cairns

275. Brisbane Catholic Education

276. Giralang Primary School (ACT) Parents and Citizens Committee

277. Ms Deborah Connell

278. University of Wollongong Library

279. Mr Victor Davidson

280. Ms Jan Barnett

281. Ms Kathy Faldt

282. Parliamentary-in-Confidence

283. School Library Association Queensland Inc.

284. Ms Kylie Dufty

285. Mrs Kay Anderson

286. Mr Andrew Finegan

287. Queensland Catholic Education Commission

288. Ms Ruth Buchanan

289. Copyright Agency Limited

290. Ms Pam Lanham

291. Ms Sally Murdoch

292. Ms Lynda Nicholson

293. Ms Rhonda Irvin

294. Ms Trish Atkinson

295. Writing WA

296. The Children's Book Council of Australia

297. Ms Vivienne Nicoll-Hatton

298. Parliamentary-in-Confidence

299. Ms Helen Mackintosh

300. Mrs Lyn Boron

301. Ms Priscilla Pettengell

302. Daramalan College

303. Canadian Association for School Libraries

304. Mr Barry Payne

305. Mr Allen Mayfield

306. Mrs Carrol Rogers

307. Queensland University of Technology

308. Ms Sharon McGuinness

309. Mr David Strempel

310. Mrs Joy Payne

311. Mr Malcolm Anderson

312. Ms Dianna Walpole

313. Ms Alison Stout

314. Mrs Audrey Nay

315. Ms Dianne McKenzie

316. Ms Gabrielle McNair

317. Mr Christopher Cheng

318. Mr Julian Sortland

319. Friends of Libraries Australia Inc.

320. Ms Celia Owen

321. Ms Carmel Delduca

322. Ms Sarah Cox

323. Ms Mary Denniss

324. Catholic Primary Principals' Association

325. Ms Linda Blake

326. Australian Council of State School Organisations

327. Australian School Library Association National

328. Australian Council for Education Research

329. Municipal Association of Victoria

330. Ms Kirsty Murray

331. Kerrie Griffith

332. Australian Library and Information Association

333. Overnewton Anglican Community College

334. Mrs Liz Skinner

335. Mr Dennis Granlund

336. Western Australian Local Government Association

337. Peta Newsam

338. Name withheld

339. Parliamentary-in-Confidence

340. Mr John Glaubitz

341. Mr David Morris

342. Revesby South Public School

343. Ms Glynis Poole

344. Department of Education, Employment and Workplace Relations

    344.1 Supplementary to Submission 344

    344.2 Supplementary to Submission 344

345. NSW Teachers Federation

346. North Sydney Demonstration School

347. Australian School Library Association, NSW

348. Ms Leanne Horan

349. Ms Jessica Eustace

350. Ms Rosemary Lathouris

351. Ms Crystal Mills

352. Government of South Australia, Department of Education and Children's Services

353. Ms Judith Wakeman

354. Ms Joanne Fiorenza

355. Ms June Wall

356. Parliamentary-in-Confidence

357. Parliamentary-in-Confidence

358. Parliamentary-in-Confidence

359. Parliamentary-in-Confidence

360. Aora Children's Literature Research Centre NSW

361. Ms Fleur Forsyth

362. School Library – Lynwood Senior High School

363. Ms Alison Ryan

364. NSW Foundation for Public Education

365. The Western Sydney Young People's Literature Centre

366. The Federation Committee, Kogarah High School

367. Parliamentary-in-Confidence

368. Ms Yvonne Barrett

369. Ms Jenny Fawbert

370. Mackay West State School, Productive Partnerships- Learning for Life

371. Western Australian Department of Education and Training

372. Association of Independent Schools of SA

373. Northern Territory Association for the Gifted

374. Mr Paul Knobel

375. Ms Karina Kytka

376. Northern Territory Government

377. Dr Lesley Farmer

378. Mrs Karen Jones

379. Parliamentary-in-Confidence

380. Ms Olivia Neilson

381. NSW/ACT Independent Education Union

382. Queensland Department of Education and Training

383. ACT Government

384. Ms Clare Minchin

385. Mr Brian Bahnisch

386. Australian Primary Principals Association

387. Parliamentary-in-confidence

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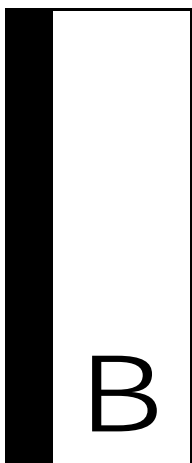
Appendix B – List of exhibits

1. Ms Lorraine Wilson, "The Case for Libraries and Librarians", Paper by Professor Stephen Krashen, University of Southern California.

2. Mr Ray Cochrane, "Invest in school libraries to create 21st century learning communities", First published in *Principal Matters*, Issue no. 67, Winter 2006.

3. Mr Paul Collins, article by Sara Scribner, librarian at Blair International Baccalaureate School, a public middle and high school in Pasadena, California.

4. NSW Teachers Federation, "The Role of the Teacher-Librarian in the school community", related to Submission no. 345.

5. NSW Department of Education and Training, Information Pack, related to Submission no. 112.

6. Australian School Library Association Inc., Information Pack from ASLA (National), related to Submission no. 327.

7. Australian Library and Information Association, Information Pack, related to Submission no. 332.

8. School Library Association of Victoria, Information Pack, related to Submission no. 114

9. The Tasmanian Department of Education, Paper, "The Big Bang: Creating the new library universe", National and State Libraries Australasia 2007-2009.

10. Mr James Henri, "Leadership issues in the information literate school community", edited by James Henri and Marlene Asselin (2005), related to Submission no.123.

11. Dr Ken Haycock, "The Crisis in Canada's School Libraries", A report by Dr

Ken Haycock, funded by Association of Canadian Publishers and the Department of Canadian Heritage, June2003.

12. Charles Sturt University, School of Information Studies, Faculty of Education, articles by Lyn Hay, "Student learning through Australian school libraries, Part 1 and 2".

13. Charles Sturt University, School of Information Studies, Faculty of Education, article by Dr Ross Todd, "Students as information and ICT users".

14. Charles Sturt University, School of Information Studies, Faculty of Education, "Charles Sturt University - Revised subject details for 2011".

15. Ms Ann Gillespie, article, "Teacher-librarian contributions to student literacy standards", unpublished (2006).

16. Mackay West State School and Mackay City Council Library Service, documents relating to the "Productive Partnerships Program" initiated by Mackay West State School and Mackay City Council Library Service.

17. Centre for Language, Literacy and Diversity, Queensland University of Technology and Centre for Information Studies, Charles Sturt University, report, "Performing Hybridity: Impact of new technologies on the role of teacher-librarians"(2002).

18. Brisbane Catholic Education, documents relating to the role of teacher librarians in the Archidiocese of Brisbane.

19. Australian Library and Information Association, "National Year of Reading 2012 scoping document", produced on behalf of Australian public libraries and library associations by Sue McKerracher and Donna McDowell, 21 June 2010.

20. The School Library Association of South Australia Inc., "SA School Library Survey Analysis: Overview of results of survey conducted during Term 4 2008" and "Teacher librarian role statement".

21. Edith Cowan University, Information pack.

22. Discovery College, "Discovery College Library Annual Report 2009-2010."

23. Charles Sturt University, School of Information Studies, Faculty of Education, copies of *Scan*, Volume 29 No. 1, February 2010 and *Scan*, Vol. 29, No. 2, May 2010.

24. ASLA and ALIA School Library Roundtable Minutes, 8 November 2010.

C
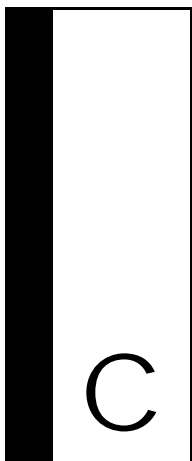
Appendix C – List of hearings and witnesses

Wednesday, 28 April 2010, Sydney

Australian School Library Association

- Mr Kenneth Brock, President;
- Ms June Wall, Vice-President, Association Operations; and
- Ms Karen Suzanne Bonanno, Executive Officer

Australian Society of Authors

- Ms Libby Gleeson, Former Chair; and
- Mr Angelo Loukakis, Executive Director

Catholic Primary Teachers Librarians Association

- Mrs Virginia Maree Preddey, President; and
- Mrs Kate Armstrong, Secretary

Central Coast Teacher Librarian Network

- Ms Cherry Louise Beckett, Member; and
- Ms Lidia Teresa Jeffrey, Teacher Librarian and Head Teacher Secondary Studies

Department of Education and Training, NSW

- Mr Ken Olah, Acting Director, Curriculum

The Hub, Campaign for Quality School Libraries in Australia

- Mrs Georgia Phillips, Co-Founder; and

- Mrs Sharon McGuiness, Member

Illawarrra School Libraries Association

- Ms Margaret Anne Cooper, President

NSW Primary Principals Association

- Ms Jennie Fogarty, Vice-President; and

- Mr Mark Hagan, Chair, Curriculum Reference Group and Principal, Greenway Park Public School; and

NSW Teachers Federation

- Ms Lenore Hankinson, Acting Assistant General Secretary, Research and Industrial; and

- Mr James (Jim) Alfred Richardson, Industrial Officer and Teacher Librarian, Byron Bay High School

Sutherland Shire Teachers Librarian Network

- Ms Cecilie Anne Yates, President; and

- Miss Janine Maree Mayne, Listserv Manager

Thursday, 29 April 2010, Melbourne

Australian Education Union

- Ms Darcel Russell, Deputy Federal Secretary; and
- Ms Jennifer Devereaux, Federal Research Officer

Australian Library and Information Association

- Ms Sue Robyn Hutley, Executive Director;
- Ms Anne Girolami, Australian Library and Information Association Schools Convenor; and
- Ms Sandra Elizabeth Ryan, Member

Monash University

- Ms Rosamund Winter, Lecturer-in-charge, Teacher Librarianship 2003-2008, Faculty of Education

School Library Association of Victoria

- Dr Susan Gaye La Marca, Member of Committee of Management and Editor; and
- Ms Mary Charlotte Manning, Executive Officer

VALA – Libraries, Technology and the Future Inc.

- Mr Bart McCrae, VALA President 2010; and
- Mr David Feighan, VALA 2010 Program Chair

Victorian Catholic Teacher Librarian Network

- Ms Tilly Maria Hendrika Stoove, Chairperson; and
- Mrs Fay Lynette Pattison, Committee Member

Friday, 30 April 2010, Hobart

Private citizens

- Ms Jill Budge;

- Mrs Patricia Corby, Tasmanian Online Campus;

- Professor James Henri, Founding Director, Your School Library;

- Mrs Kate Reid; and

- Mrs Isobel Williams

Australian Education Union (Tasmanian Branch)

- Mrs Aila Elisabeth, Teacher Librarian, Rose Bay High School

Australian School Library Association Tasmania

- Dr Jennifer Lea Bales, President

Department of Education, Tasmania

- Ms Lynelle (Lyn)Dunn, Principal, Distance Education Tasmania;

- Ms Siobhan Gaskell, Director, Community Knowledge Network; and

- Mr Bob Phillips, General Manager, Learning Services (South-East)

The Hutchins School

- Dr Jillian Abell, Director of Information Services

Tasmanian State School Parents and Friends Inc.

- Mrs Dianne Ellson, Executive Officer

Thursday, 13 May 2010, Canberra

Electronic Resources Australia

- Ms Roxanne Missingham, Chair, Executive Committee; and
- Dr Warwick Cathro, Member, Executive Committee

Thursday, 27 May 2010, Canberra

Australian School Library Association (ACT)

- Ms Olivia Danielle Neilson, Vice-President/Publications Councillor;

- Ms Susan Jill Martin, Committee Member and Past President; and

- Ms Anne Margaret Glavimans, Public Officer

Catholic Education Office

- Miss Anne Plowman, Teacher Librarian Representing Denis Granlund. Library Services Officer

Thursday, 3 June 2010, Canberra

Charles Sturt University

- Ms Lyn Hay, Lecturer, School of Information Studies, Faculty of Education

Thursday, 17 June 2010, Canberra

Department of Education, Employment and Workplace Relations

- Dr Evan Arthur, Group Manager; and
- Ms Margaret Banks, Teacher Workforce Reforms Branch

Thursday, 24 June 2010, Canberra

Australian School Library Association

- Ms June Wall, Vice-President; and
- Ms Karen Suzanne Bonanno, Executive Officer

Monday 5 July 2010, Darwin

Private citizens

- Ms Mary Denniss;

- Ms Kay Pisel;

- Ms Susan Janet Ross

Australian Library and Information Association Retirees

- Mrs Robin Hempel, National Committee Member

Department of Education and Training, Northern Territory

- Mr Alan Green, Executive Director; and

- Mrs Heather West, Director

Northern Territory Association for the Gifted and Talented

- Mrs Susanne Elizabeth Erratt, President

Tuesday, 6 July 2010, Brisbane

Brisbane Catholic Education

- Mrs Jane Connolly, Professional Officer, Executive Support;
- Ms Adrienne McDarra, Executive Officer, Education; and
- Mrs Mary Tsourounakis, Principal Education Officer, Learning and Teaching

Children's Book Council of Australia

- Mrs Marjorie Ruth Kirkland, National President; and
- Mrs Megan Daley, National Vice-President

Mackay Regional Council Libraries

- Ms Katherine Louise Balderson, Library Assistant, Young People's Services

Mackay West State School

- Mrs Margaret Ann Spillman, Teacher Librarian

Queensland Catholic Education Commission

- Ms Terry Creagh, Assistant Director, Education

Queensland Department of Education and Training

- Mr Laurie Campbell, Director eLearning;
- Mr Gary Francis, Director, Workforce Futures;
- Ms Julie-Ann McCullough, Director, Teaching and Learning Branch

Queensland Teachers Union

- Ms Margaret Anne Kittson, Convenor, Teacher-Librarian Special Interest Group; and

■ Ms Kate Julie Seed, Industrial Advocate

Queensland University of Technology

■ Dr Hilary Eva Mary Hughes, Course Coordinator and Lecturer in Teacher-Librarianship; and

■ Dr Mandy Lupton, Lecturer in Teacher-Librarianship

Saving Aussie Books Revisted

■ Ms Sheryl Christine Gwyther, Organiser

School Library Association of Queensland Inc.

■ Mrs Christine Kahl, President;

■ Mrs Robbie Rentz, President, Brisbane Sub-Committee

Softlink International Ltd

■ Mr Kim Anthony Duffy, Chief Executive Officer;

■ Mr Nathan John Godfrey, Chief Operating Officer

Sunshine Coast Teacher-Librarian Network

■ Mrs Kylie Louise Downey, Member/Spokesperson; and

■ Mr Graeme Leonard Smith, Member/Spokesperson

Monday, 12 July 2010, Adelaide

Australian Library and Information Association

- Mrs Sue Robyn Hutley, Executive Director

Children's Book Council of Australia, South Australia Branch

- Mrs Julie Mary Pacholski Wells, President

Education Services Australia

- Ms Stacey Carol Hattensen, Senior Manager, Publications and Library Services;

- Ms Prudence Mary Mitchell, Senior Education Officer

Friends of Libraries Australia

- Dr Alan Bundy, President

Joint Use Libraries Association

- Mrs Margaret Mary Honan, Chair; and

- Mrs Deidre Jane Moloney, Member and Representative of Joint Use Libraries Association Executive of Public Libraries

Public Libraries Australia

- Ms Bernice McSwain, Vice-President; and

- Ms Judith Anne Cameron, Executive Committee Member;

School Library Association of South Australia

- Ms Sue Johnston, Secretary; and

- Ms Nola Maureen Uzzell, National Councillor and Vice-President, Advocacy

University of South Australia

- Dr Josephine Shepherd Hanisch, Program Director, Researcher

Tuesday, 13 July 2010, Perth

Private citizen

- Mrs Annette Ainsworth

Association of Independent Schools of Western Australia

- Mrs Penelope Edythe Worthington, President;

- Mrs Robin Wake, Committee Member

Catholic Primary Principals Association of Australia

- Mr David Gerard Barns, President; and

- Mr Timothy Denis Emery, Member of Executive Committee

Children's Book Council of Australia

- Mrs Blanche Diane Kailis, Committee Member, Western Australian Branch; and

- Ms Janice Nicholls, President, Western Australian Branch

Department of Education and Training, Western Australia

- Ms Susanne Lapham, Adviser; and

- Mr Andrew Ian Thompson, Acting Executive Director, School Support Programs

Department of Training and Workforce Development

- Ms Jean Anning, Acting Coordinator, Curriculum Materials Information Services

Professional Teaching Council

- Ms Valmai (Val) Baird, Treasurer

Western Australian Local Government Association

- Ms Michele Poepjes, Policy Manager, Community

Western Australian School Library Association

- Ms Valmai (Val) Baird, Treasurer; and

- Ms Barbara Combes, Lecturer Edith Cowan University and President, Western Australian Operations

WritingWA

- Mrs Alison Sutherland, Board Member

Friday, 11 February 2011, Canberra
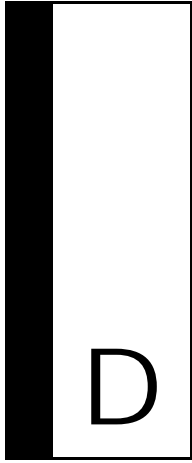
Australian Library and Information Association

- Ms Sue Hutley, Executive Director

Australian School Library Association

- Ms Karen Bonanno, Executive Officer

Department of Education, Employment and Workplace Relations

- Dr Evan Arthur, Group Manager
- Ms Margaret Banks, Teacher Workforce Reforms Branch
- Ms Deborah Fleming, Teacher Performance Team

D

Appendix D – Standards of professional excellence for teacher librarians

Standards of professional excellence for teacher librarians

The Australian Library and Information Association (ALIA) and the Australian School Library Association (ASLA) are pleased to endorse and promote this statement of standards of professional excellence for teacher librarians. This statement describes the professional knowledge, skills and commitment demonstrated by teacher librarians working at a level of excellence. It represents the goals to which all Australian teacher librarians should aspire, and provides inspiration for quality teaching and ongoing professional practice.

Background

The document, *Standards of professional excellence for teacher librarians*, is built upon the professional values and standards of the two professions to which teacher librarians owe their allegiance. It is informed strongly by the standards movement in other Australian professional associations for educators, and is closely-related to activity in the library and information sector, in particular the *ALIA core knowledge, skills and attributes and the ALIA core values* statements at http://alia.org.au/policies/.

Why a standards document?

The major aim of the Standards project is to achieve national consensus on standards of excellence for teacher librarians in Australian schools in order to improve teacher librarians' professional practice and enhance student learning outcomes. Involvement in ongoing national consultation concerning generic standards for teachers convinced ASLA and ALIA of the importance of a standards document that identifies the distinctive knowledge, skills and commitment of excellent teacher librarians. For a relatively recent profession — the first tertiary-qualified teacher librarians graduated in the 1960s — a standards document also represents an opportunity to reinforce a uniform expectation of the work of the teacher librarian in our schools.

What is a teacher librarian?

Teacher librarians support and implement the vision of their school communities through advocating and building effective library and information services and programs that contribute to the development of lifelong learners. A teacher librarian holds recognised teaching qualifications and qualifications in librarianship, defined as eligibility for Associate (i.e. professional) membership for the Australian Library and Information Association [ALIA]. Within the broad fields of education and librarianship, teacher librarians are uniquely-qualified. This is valuable because curriculum knowledge and pedagogy are combined with library and information management knowledge and skills.[1]

Who will use the standards?

These standards describe experienced practitioners who hold the dual qualifications that define the unique qualities of the specialist teacher librarian. All references to 'teacher librarian' in these standards refer to excellent, highly-accomplished teacher librarians. While this document may provide a useful framework for pre-service and in-service tertiary education, it is primarily intended for use by teacher librarians as a framework for ongoing professional learning.

How are the standards structured?

Within the broad framework of professional knowledge, professional practice and professional commitment there are twelve standards which attempt to encapsulate the complex work of the teacher librarian. No hierarchical arrangement of statements is intended, rather it is recognised that experienced practitioners draw from a professional palette combining knowledge, skills and attributes appropriate to their context. Structural consistency with existing professional standards documents has been a priority, and brevity was a deliberate preference for this statement as an expanded narrative discussion of the work of a teacher librarian is available in *Learning for the future*.[2]

Who has developed the standards?

The joint ALIA/ASLA Policy Advisory Group has been responsible for developing these national professional standards in conjunction with teacher librarians, administrators, policy-makers and academics from both the education and librarianship sectors.

Further information

Further information is available from ASLA (asla@asla.org.au) or ALIA (enquiry@alia.org.au).

ASLA

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1 Professional knowledge

Excellent teacher librarians…

1.1 understand the principles of lifelong learning

1.2 know about learning and teaching across curriculum areas and developmental levels

1.3 have a rich understanding of the school community and curriculum

1.4 have a specialist knowledge of information, resources, technology and library management

1.1 Knowledge of the principles of lifelong learning

Excellent teacher librarians:

- are well-informed about information literacy theory and practice

- thoroughly understand how all learners develop and apply lifelong learning skills and strategies

- have a sound understanding of how children and young adults become independent readers

- comprehensively understand the role of information and communication technologies (ICTs) in lifelong learning

1.2 Knowledge of learning and teaching

Excellent teacher librarians:

- have a detailed knowledge of current educational pedagogy

- are thoroughly familiar with the information literacy and information needs, skills and interests of learners

- fully understand the need to cater for the social, cultural and developmental backgrounds of learners in program implementation and curriculum resourcing

1.3 Knowledge of curriculum

Excellent teacher librarians:

- have a comprehensive understanding of literacy, literature for children and young adults, curriculum and specific programs in their schools

- have a detailed knowledge of how to promote and foster reading

- have a sound understanding of current assessment theory and processes

1.4 Knowledge of library and information management

Excellent teacher librarians:

- understand that professionally managed and resourced school libraries are crucial to the achievements of the school community

- have a rich professional knowledge of national standards for library and information management [3]

- have a comprehensive understanding of national standards for information retrieval [4]

2.1 Learning environment

- create and nurture an information-rich learning environment which supports the needs of the school community

- provide access to information resources through efficient, effective and professionally-managed systems

- foster an environment where learners are encouraged and empowered to read, view, listen and respond for understanding and enjoyment

- appreciate the dynamic nature of ICTs and their role in education

2.2 Learning and teaching

- collaborate with teachers to plan and implement information literacy and literature programs that result in positive student learning outcomes

- ensure that their programs are responsive to the needs of learners in the school community

- support learning and teaching by providing equitable access to professionally-selected resources

- assist individual learners to develop independence in their learning

- teach the appropriate and relevant use of ICTs and information resources

2.3 Library and information services management

- ensure that the library's policies and procedures implement the school's mission

- provide exemplary reference and information services to the school community

- strategically plan and budget for improvement in library and information services and programs

- apply information management practices and systems that are consistent with national standards [4]

2.4 Evaluation

- monitor teaching practice to ensure improved learning and teaching

- evaluate student learning to provide evidence of progress in information literacy and reading

- measure library resources, facilities, programs and services against current policies, standards documents and benchmarks

- use evidence to inform programs and services

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2 Professional practice

Excellent teacher librarians…

2.1 engage and challenge learners within a supportive, information-rich learning environment

2.2 collaboratively plan and resource curriculum programs which incorporate transferable information literacy and literature outcomes

2.3 provide exemplary library and information services consistent with national standards

2.4 evaluate student learning and library programs and services to inform professional practice

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3 Professional commitment

Excellent teacher librarians…

3.1 model and promote lifelong learning

3.2 commit to the principles of education and librarianship

3.3 demonstrate leadership within school and professional communities

3.4 actively participate in education and library professional networks

Related documents

Learning for the future: developing information services in schools 2nd ed, Australian Library and Information Association/Australian School Library Association

National framework for professional standards for teaching, MCEETYA

National professional standards for highly-accomplished teachers of science, Australian Science Teachers Association

Standards for excellence in teaching mathematics in Australian schools, Mathematical Teachers Association

Standards for initial programs for school library media specialist preparation, ALA/AASL

Statement on teacher-librarians in Australia, Australian Library and Information Association/ Australian Schools Library Association

STELLA — Standards for teachers of English language and literacy in Australia, Association for the Teachers of English

3.1 Lifelong learning

Excellent teacher librarians:

- empower others in the school community to become lifelong learners

- undertake research which informs evidence-based innovation in school library programs

- engage in debate on educational issues within the school community

- create and foster library-related professional development opportunities for staff

3.2 Commitment

Excellent teacher librarians:

- are dedicated to excellence in professional service

- emphasise a learning and teaching focus in school library programs and services

- promote the profession of teacher librarianship in their schools and the wider community

- foster a reading culture through the active promotion of literature

- participate in continuing professional development

3.3 Leadership

Excellent teacher librarians:

- actively engage in school leadership and participate in key committees

- promote and nurture a 'whole school focus' on information literacy policy and implementation

- build and foster collaborative teams within school and professional communities

- provide effective and transformational leadership to school library and information services staff

3.4 Community responsibilities

Excellent teacher librarians:

- model the sharing of knowledge

- actively participate as members of professional communities

- demonstrate collegiality and mentor colleagues

- promote library and information services to the school and the wider community