

FUTURE POTENTIAL	FACTORS OF INFLUENCE	ROLES OF DIFFERENT GOVERNMENT LEVELS	IMPACT & POTENTIAL OF DIFFERENT TECNOLOGIES
<p>Studies into school libraries in Australia (ACER Report, 2003, by Michele Lonsdale), Canada (<i>School libraries and student achievement</i>, 2004, by Keith Curry Lance) Colorado (Lance et al, 1993) and various others, indicate good school libraries contribute strongly to successful learning by students.</p> <p>Elite private schools indicate the value of libraries by the sums expended on upgrades of library buildings and resources, including fully trained staff. (eg Hale School, Perth.)</p> <p>Limited by the practice in WA towards DET employing teachers with no library training, or ancillary staff with no professional training at all, instead of Teacher/Librarians. This is notable in the newly set up middle schools (Yrs 7-10) where schools are staffed according to primary staffing formulae, not secondary formula for Year 7.</p>	<p>In Western Australia the future is ambivalent, as trained library staff are being removed to cover other areas as a cost-cutting measure.</p> <p>Potential Teacher/Librarians must complete four years of training in another field of teaching, teach for at least four years in a school situation, then complete another year's training in librarianship. If this is undertaken full-time, their salary level then is therefore a year short of their originally contemporary fellow students and they have also missed a year's pay. T/Ls are paid on the same scale as classroom teachers.</p> <p>Staff in libraries often feel isolated, as there is often only one (sometimes part-time) person employed.</p> <p>There is no voice in WA DET for library staff to apply for support – members of other learning areas have no knowledge of library policies &amp; procedures. Libraries were ignored in Curriculum Framework and Outcomes.</p>	<p>Previous National school library guidelines are dismissed or ignored:- eg. <i>Learning for the future</i> (1993, 2001), <i>Australian School Library Association</i>, <i>Australian Library and Information Association</i>.</p> <p>Previous DET guidelines for staffing were set down as one Teacher/Librarian to 450 students. This does not occur now. Currently there is no consistency at primary schools which have no T/Ls at all, and may not even have a "Resource teacher" (a teacher, often newly arrived, who is given the role by the principal, whether or not they have any expertise in the field).</p>	<p>Great potential, but government school libraries are under-resourced, their staff under-trained, and lack technical support.</p> <p>The <i>Partnership for 21<sup>st</sup> Century skills</i> as promoted by the WA DET in <i>Teachers have class</i> package is a framework for future teaching and learning. School libraries should be an integral part of this planning.</p>

	<p>Traditional feminisation of the role has led to insecurity of positions.</p> <p>Library staff are having to spend time justifying their jobs, and worry about security of employment.</p> <p>Teacher/Librarians are often forced into teaching in areas well outside their areas of expertise or knowledge in order to manage staffing requirements.</p> <p>Teachers of <i>English as an Additional Language</i> must be qualified and belong to their professional group. In WA, there is now a widespread belief that no Teacher/Librarian training is necessary.</p> <p>There is a need to quarantine TL positions (with a grandfather/mother clause) for trained staff.</p> <p>In WA there is a lack of understanding of the time required for management duties. Small school libraries still have the same kind of administration as larger libraries. Even unions have been slow to take up staffing issues.</p>		
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