

The committee to examine school libraries and teacher-librarians in Australia.

Submission: 'Death by a Thousand Cuts' - Margaret Kittson, teacher-librarian, convenor, Queensland Teachers' Union Teacher-Librarian Special Interest Group; April 2010.



DEATH BY A THOUSAND CUTS

SCOPE:

This submission has as its focus the first bullet point in the terms of reference: the impact of recent policies and investments on school libraries and their activities.

ABSTRACT:

While history may well be written by the victors, it is the victims who write the memoirs. The stories coming from teacher-librarians actually working in Queensland Department of Education schools paint a grim picture. The facts are these. Investment in libraries and the people who staff them has been in decline in real terms for at least two decades. A major intervention is needed in order to remedy this situation. This paper documents how this 'death by a thousand cuts' has taken place and continues to play out in schools. Hopefully the lessons learned from the Queensland experience can be used to ensure that 'errors of judgement' of this kind are not repeated in the roll out of any federal initiatives which may be the outcome of this inquiry. As 'a wise man once said: An error doesn't become a mistake until you refuse to correct it.'¹

15th April 2010

Margaret Kittson

B.A., Dip. Ed.; Grad. Dip. Ed (Teacher-Librarianship); Grad. Dip. Library & Information Studies; A.A.L.I.A.; Convenor, Queensland Teachers' Union Teacher-Librarian Special Interest Group.

DISCLAIMER

While some of the information used in this report has been shared with me by members of the Queensland Teachers' Union Teacher-Librarian Special Interest Group, this submission is a personal statement. It should not be regarded as a 'corporate statement' made on behalf of the Queensland Teachers' Union or the Queensland Teacher's Union Teacher-librarian Special Interest Group.

OPENING STATEMENT

¹ The President and the Press: Address before the American Newspaper Publishers Association; President John F. Kennedy; Waldorf-Astoria Hotel, New York City, April 27, 1961.

<http://www.jfklibrary.org/Historical+Resources/Archives/Reference+Desk/Speeches/JFK/003POF03NewspaperPublishers04271961.htm>

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At the beginning of 2008, I was issued with a Queensland Teachers' Union email address to use as a point of contact for teacher-librarians in Queensland Department of Education Schools. I asked my teacher-librarian colleagues to 'share their stories' with me with respect to their role and working conditions, and many have done so. While overall the picture is pretty dark, there are a few glimmers of light. Positive stories come from teacher-librarians who have the good fortune to be working at schools where their administrators, in particular their principals, value and actively support them.

HISTORICAL CONTEXT

There was a time (back in the 1970s) when Queensland's Department of Education was acknowledged as a world leader in the provision of school library and resource services.

- Libraries were set up and managed by teacher-librarians, professionals with a tertiary qualification in teacher-librarianship in addition to their teaching qualifications and experience.
- The School Library Services unit, renamed the Library and Resource Services and later Curriculum Services, was a branch within the Department of Education headed by an Assistant Director, a second tier position in the Departmental hierarchy.
- The Department provided paid release for teachers to complete full time the first semester component of a post graduate diploma in teacher-librarianship, whereupon they were reclassified as teacher-librarians and appointed to schools in this role.
- In their schools teacher-librarians managed 'tagged' funding allocated to schools by the Department which was quarantined for resource collection development and maintenance.
- Teacher-aide time was allocated to the library according to an enrolment based formula. There was (and is) no mandated requirement for teacher aides who work in school libraries to have library technician qualifications.

THAT WAS THEN. THIS IS NOW!

The entity which was Curriculum Services branch dissolved in 1991. The Library Services Unit which exists these days is an amalgamation of three collections – the corporate, the professional and the TESOL one. It is headed by a manager whose position within the departmental organisational hierarchy is a number of levels lower than the one previously held by the Curriculum Services manager. There are two significant and damaging long term consequences of this organisational restructure:

- the loss of high level advocacy on behalf of school libraries and the teacher-librarians who staff them
- the loss of centrally driven expertise, support, knowledge, advice and resourcing to schools.

The last year the Department supported paid release for teachers to work towards gaining a post graduate qualification in teacher-librarianship was 1992. Those teachers who have gained teacher-librarian qualifications since then have done so in their own time and at their own expense and with no support from their employer. In these days of crowded curricula and HECS fees this is no small ask!

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At around the same time as part of the Department's policy of devolution of certain decision making functions to schools, library funding was no longer issued to schools as a discrete element. However, there was advice given to schools about what was meant to happen.

*A primary school teacher-librarian writes:
I can clearly remember the wording on the advice of the change: that it is strongly recommended that the existing guidelines be followed.....Resource Centre maintenance (was listed) as one of a few key matters that must be addressed with school grant money.*

Up until 2000 Resource Centre Maintenance continued to appear as a line item in the supporting documentation sent out to schools with their grant money. It quietly vanished in 2001.

It is now entirely a school based management decision as to what grant moneys go to the library. There are instances where this quantum is none. There is no requirement for teacher-librarians to be involved in the school's budget or any other school planning processes including curriculum delivery.

There is no longer a requirement that a certain number of teacher-aide support hours are allocated to the library. The quantum is determined as a school based management decision. It can be none and in some cases it is. More commonly aide time is allocated to libraries in small parcels before school and at break times and not in class time.

I started in 1990 in libraries and some 7 schools later, I don't think my budget, influence, anything has ever reached that first high point - it's been all downhill from there. After all this time, so few 'get it'...it wears you down and you get sick of fighting the good fight!

STAFFING ALLOCATIONS FOR TEACHER-LIBRARIANS

The models which are meant to be used in appointing teacher-librarians to schools are detailed in the Education Department's Staffing Allocation Guidelines.²

Primary schools

The formula is .1 for each 30 students; pro rata to 300; then Full Time Equivalent (FTE). The decimal fraction .1 equates to one day per fortnight.

Secondary schools

The formula is .1 for each 50 students enrolled up 1 FTE 500, pro rata up to 2 FTE at 1000, ditto to 3 FTE at 1500, going up to 5.2 at 2600.

P-12 school allocations

The formula: .1 for each 25 students enrolled up to 1 FTE at 250.

The Department's position is that teachers with specialist qualifications in teacher-librarianship will be appointed to schools, at the minimum, in accordance with these guarantees. However, there is a growing body of anecdotal evidence to suggest that the reality on the ground is very different.

² Education Queensland School Staffing Allocations Guidelines Version 2007.5. Copy of source document provided with this submission.

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Going against current research trends, there were at the beginning of 2010 some 7 secondary state schools on the Gold Coast in Queensland without teacher librarians in their libraries. This means for each of these school communities there are no longer specialists working with staff, students and parents improving student learning outcomes.

ROLE & WORKING CONDITIONS: PRIMARY & SPECIAL SCHOOL TEACHER-LIBRARIANS THE POLICY

It is more than a little ironic that arguably the most recent statement with respect to the role, functions and responsibilities of the teacher-librarian is spelled out in the Teacher's Award State. This section was incorporated into the award in 2003 as the result of lobbying on the part of the Queensland Teachers' Union.³

The first part of the award statement reads:

*6.6 Hours of Duty – Teacher-Librarians – Primary and Special Schools
The hours of duty for a teacher-librarian are the same as those for a classroom teacher.*

6.6.1 What are the role, functions and responsibilities of teacher-librarians?

- (a) In their teaching role, teacher-librarians join classroom teachers as equal partners in cooperatively planning, developing, teaching and evaluating resource based programs.
- (b) The teacher-librarian, as a member of a school team, is responsible for the management of the resource centre and resources, which cater for the classroom program, the learning needs of students and their interests and abilities. The consequent goal is to make the appropriate resources available to the school community ensuring that effective resource based teaching and learning eventuates.
- (c) The teacher-librarian and each relevant principal should cooperatively develop a schedule of time allocation.
- (d) The teacher-librarian will contribute appropriately to school development planning and budgetary processes.

THE PRACTICE

However, in spite of the protections in the award and in the staffing guarantees, teacher-librarian time allocations are being diverted to meet other agendas, a trend which is on the increase as word spreads through administrator circles. Some administrators claim not to be aware of what is in the award and the guarantees. Others have become expert in cherry picking the bits they like, ignoring the bits they don't like, then 'backward mapping' in order to get the outcome they want.

Dodgy practices, some of which are illegal, employed by these people include:

- timetabling teacher-librarians as non-contact providers;
- trading off some or all of school's the teacher-librarian allocation (a very popular practice in small schools and one in which Regional Offices are sometimes complicit);

³ Full text is available on page 3 of the QTU information brochure 'Primary and Special School Teacher-Librarian's Working Conditions' <http://www.qtu.asn.au/primaryspecschooltls.pdf>

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- avoiding the need to abide by the rules and regulations regarding teacher-librarians by redefining teacher-librarians appointed to schools in FTE terms (that is, as a full time equivalent classroom teacher!)

*A primary school teacher-librarian writes:
I think that teacher-librarians in (this) area are being seen as non-contact providers, even though it states we should not be. At a staff meeting last year it was intimated that the role of the teacher-librarian could be realigned so that non-contact could be provided instead. The topic for this meeting was our workplace reform when we were putting extra teacher hours into aide hours. The deputy principal is a 0.5 position at my school, but magically she is full time. Somehow that meant that we didn't have enough aide hours. It was implied by the principal that we could do away with the teacher-librarian and then have lots of teacher relief and non-contact. I felt my 10 years of hard work was devalued. I will be looking for a transfer this year.*

*A primary teacher-librarian writes:
I had never officially been told that I was a primary FTE until early last year, and that was in passing in another conversation. No letter, no communication from the Department. I have been a TL since 1989.*

*A primary teacher-librarian writes:
Everything seems to depend on the principal of the school and whether they value us and our job. I am at present having an issue regarding being put on a class when someone is away. The learning support, music teacher and I take "turns" as to who is being taken away from their job to fill in. The principal resents paying for TRS and we are the cheap option. (TRS – Teacher Relief Scheme)*

SECONDARY TEACHER-LIBRARIANS WORKING CONDITIONS

There is, as yet, no award provision for secondary school teacher-librarians. Their deployment within their schools is entirely at the whim of school administrators. These people are routinely given teaching loads ranging from one or two classes to full time teaching loads. It is the exception rather than the rule for teacher-librarians to be deployed full time in the library. It is the exception rather than the rule that there is more than one teacher-librarian even in some very big high schools which under the staffing guarantees have this entitlement.

Some secondary school administrators use school libraries as 'study halls'. Classes whose teachers are absent are sent to the library with the expectation that the teacher-librarian supervise them. Teacher-librarians are also routinely expected to accommodate and supervise senior students doing private study in 'spare periods' in the library.

*A secondary teacher-librarian writes:
I am the sole t-l on my secondary campus library.
I open at 8 am each morning and stay open 20 mins after last class each day (officially, but often I stay back longer). I open both lunch breaks. (I'm actually timetabled on at these times as 'playground duty') and take my solitary lunch break when I can - around midday if I can manage it. Needless to say lunch is frequently interrupted.*

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*I have 14 hours total library aide time per week (frequently less when the office poaches my aide for some 'urgent' job).
I also have responsibility for the textbook hire scheme and oversight of the Virtual Schooling project in the school. In addition I am timetabled for 5 x 70 minute 'study supervision' lessons per week. I run a chess club and a philosophy club as extra-curricular activities.
And I consider myself one of the lucky ones!*

Most of the high school TL's that I know are almost burnt out. They are undervalued (not real teachers), overridden by IT departments and treated like they can do all the things that they are meant to do in one third of the time. We are all holding our breath each year while they decide our fate and determine how much of a librarian we are allowed to be this year because it is theoretically better for the school to have lower class numbers or more subject choices than a properly staffed and supported library. Librarians in high schools should be counted as surplus staff. This would mean that they were able to do their jobs and focus on helping the school community develop good information literacy skills as well as promoting a love of reading.

THE DANGERS OF WHISTLE BLOWING

There are instances of bullying and victimisation of those teacher-librarians who 'speak out' in protest at their disempowerment, the erosion of their role and the services they are trying to manage as well as the abuse of their entitlements.

*A former Secondary Teacher-librarian writes:
I was employed as a full time t/l was told by a principal that next year I would be 'released' from the library to provide 'professional development'.
The principal's idea of 'professional development' was actually to provide relief for teachers at year level meetings! I objected! I had struggled for four years to get to a point where I was able to work close to the model of a t-l and didn't want to lose it. I said I should attend these weekly meetings as I was the one in the school who knew broadly the curriculum and the resources. After a number of discussions I was told nothing I could say would change her mind and a principal can use their staff anyway they want. In other words by using me as a relief teacher each week she didn't have to pay for an extra supply teacher!!
I was directed to regional office and made a phone call to discuss the issue. We discussed the matter and I was assured I was in the right. I made an appointment to visit the office after school and by 3.30 was in the office of this person.
By then the principal had obviously discussed the issue with this staffing person and I received no satisfaction at all. I had wasted my time!
I was in the meantime offered a position in an International school overseas so I resigned my position.*

*A high school teacher-librarian writes:
I am no longer in my library having been transferred without even an EOI (Expression of Interest) back to the classroom. The QTU said it was punitive and wanted me to go to the Industrial Commission but I didn't (stupidly!). A teacher with no qualifications or experience sits in my old library changing the spine label classifications and little else for want of knowledge, even though I was assured a*

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qualified T-L would replace me. I believed my acquiescence was the best thing for the school. I was lied to!

Some decide that the wisest course of action is to suffer in silence.

Quite frankly I am tired of being dumped with everything the administration in this school should be doing. Somewhere in there I supply non-contact for years 1, 2 and 3 as well as see all classes in the library every week. The library administration gets done on my weekends. I am looking forward to retirement (in 5 years) but will hopefully find other employment before then. I am applying now for other positions in private organisations.

Primary school teacher-librarian

A number have left the profession and the Department much earlier than they would have done if their situation had been different.

*A primary school teacher-librarian writes:
I am leaving Education Queensland to go into the private sector, as I cannot continue with my current workload. I have put together an extensive handover document for the incoming TL, but just found out today on meeting her, that she does not have any TL qualifications! The principal has what she wants...a staff member who will do whatever she asks, because she does not carry the title of TL. The principal can reschedule the 'Teacher in charge of the Library' to fulfil a myriad of other tasks such as C4T co-ordinator, MIS administrator, Smart Classroom co-ordinator AND take classes, while juggling the TL role, school webpage and more. And when the TL says no, as I did, they make it impossible to stay on. It is a crying shame that principals can breach the law and get away with it at the expense of a specialist role such as that of the TL, so that schools, students and staff are denied the advantages of a properly staffed and run school library.*

SYSTEMIC IGNORANCE AND DISINTEREST

In August 2008, a group of primary teacher-librarians attended a Brisbane South Combined Teacher-Librarian Network meeting at which a senior Department of Education HR (Human Relations) person answered some 'questions on notice'. We were told the following things.

1. That the Department was not easily able to query its personnel data base in order to find out who its teacher-librarians are or where they are deployed.

This begs the question whether the capability even exists in this database to 'tag' people as teacher-librarians. Once upon a time there was a two letter code – SL – which went on people's records which indicated that they were teacher-librarians. Seemingly such a code no longer exists. The HR person wasn't able to tell us when it 'dropped off the radar.'

2. That there is no definition as to what constitutes a teacher-librarian, what qualifications a teacher needs to have in order to be classed as a teacher-librarian, and who has the authority to approve and endorse any such change on a person's record.

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This is possibly a moot point light of the previous response and begs the question about the Department's level of commitment to the continued provision of specialist teacher-librarian services in its schools.

*A secondary school teacher-librarian writes:
Even though I have sent my new qualifications in to the department of education asking to be recognised as a teacher-librarian I am still counted as a general teacher in the school.*

I was quite miffed to see that on Education Queensland's transfer forms that the list of examples of special abilities/qualifications does not once mention teacher-librarian skills or job!!!

There is no recognition that teacher-librarians have successfully completed an additional specialist post graduate tertiary qualification. Their pay and working conditions are the same as for any classroom teacher.

I was amazed that TLs were once again overlooked regarding the changes to the classification system for administrators. The changes were based on their contribution to improved student outcomes, complexities associated with the management of facilities, finance and human resources on their site. I run a budget that is much larger than most Heads of Departments have, I am instrumental in enhancing student outcomes through collaborating with teachers in information literacy, literacy and ICTs, and I am responsible for the library staff. There is one thing that TLs have that administrators may not have and that is an extra qualification. I think it's time that we are included as School Managers. (These changes to the classification system for administrators were announced in 2008.)

What is a Teacher-librarian? I trained in my own time and at my own expense. My QUT Diploma of Teacher-Librarianship allows me to be a member of the professional association, ALIA, (Australian Library and Information Association). There are many TLs working now for Ed Qld who should not be allowed to call themselves TLs because they have NO qualifications and NO plans to get any.

There are instances of teacher-aides being put in charge of libraries.

Our new deputy joked with me when he first arrived about how at his last school he had gotten rid of the TL and replaced her with a teacher aide.

There are instances of teachers without teacher-librarian qualifications placed as 'teachers in the library'.

*A teacher-librarian in the senior school at a P – 12 state college writes:
The qualified junior school T/L resigned early last year. The T/L position (.8) was filled internally by another teacher who is not a qualified T/L and from what I can gather there exist no plans to fill the T/L role with a qualified T/L. The principal is turning the library into a 'multi-literacy enhancement centre' (he hasn't actually*

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articulated what this might mean.) In the meantime the library is still required to function as a library but most T/L tasks and in fact the day to day running of the library is left to the aide. She is now so fed up that she is also leaving the library to take up another teacher aide position in the school.

My concerns are the fact that many principals have no idea of what it takes to run a library and by saying any teacher or an aide can do the job completely devalues the profession and the role of the T/L.

There are instances of people with teacher-librarian qualifications actively seeking teacher-librarian positions in any capacity being informed by the Departmental staffing officers that there are no qualified people available! Ironically, there are also instances of teacher-librarians taking leave either not being replaced or being replaced by unqualified people.

A primary school teacher-librarian writes:

I had to take some extended sick leave quite suddenly towards the end of Term 3 and remained on leave for the remainder of the school year. I strongly recommended to the principal and deputies that a teacher working at the school part time (.4) with teacher-librarian qualifications and prior experience in my role be approached to replace me for at least some of the time in the event that it wasn't feasible to release her from her teaching duties to take my place on a full-time basis. My recommendation wasn't acted on and this person was not approached. After three or so weeks, an unqualified replacement (a former teaching colleague of the acting Head of Curriculum) was engaged as a .5. One of the deputies let slip in conversation that an arrangement had been made with regional office to 'cash in' the remainder of the school's entitlement and that this money was going towards getting the school's professional development cost centre out of the red. To say I was less than impressed by the priorities that these decisions illustrate seriously understates how I felt!

REVIEW OF SCHOOL LIBRARIES 2003 'MOTHBALLED'

Back in 2002 a working party was put together and a report commissioned into school libraries by the Department. It was written up by the person who was at that time the head of Library Services and lodged. It has never seen the light of day in spite of a Freedom of Information application being lodged by the QTU. One wonders why!

BUILDING THE EDUCATION REVOLUTION (BER)

The intent behind the Building the Education Revolution was to fund capital works projects in schools in two areas: halls and libraries. While in many schools money is indeed being spent on libraries and/or resource centres, there are a number where all of the BER money has been diverted to meet other ends and the library has got nothing. Even at those schools where new libraries are being built or old ones are being renovated, it is at the discretion of the school administration whether or not the school's teacher-librarian is invited to participate in this process.

A primary teacher-librarian writes:

We went through the BER process in 2009 to build a hall and library. I made a point of meeting with the principal to express my desire to join the building project committee and attend the Library 21 workshop. I was told in very direct terms that my

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input was not required: that all meetings would take place in school time and I could not be released from teaching duties to attend. The committee consisted of the principal, Business Services Manager and the Groundsman.

A teacher-librarian writes:

As far as I am aware - as I have not been involved in any of the discussions or with the planning committee, all the BER money is all going towards expanding and refurbishing our sports hall. None has been allocated to the Library, even though our Library is totally inadequate for the size of our school. We are a P-12 school with a library building suitable for a medium sized primary school and a collection of nearly 4,000 non-fiction for a school population of nearly 3,000.

CONSEQUENCES

Teacher-librarians and the library and resource services they are attempting to manage are being set up for failure. We are being directed to do everything except our core business. Along with continual demands to justify our existence (something we actually don't have a problem with), there is an increasing expectation that we provide more with less. When we get frustrated and attempt to raise our concerns with the powers-that-be, we aren't listened to. We either get fobbed off with a range of platitudes or else we are ignored. If we persist, we find ourselves being labelled as 'difficult' and the process of marginalization and disenfranchising continues at an increasing pace.

WHY NOTHING MUCH IS LIKELY TO HAPPEN

Bureaucracies are rather like people in that they don't like having to admit when they have got something wrong! While it would be nice to believe that the Department of Education might have the wisdom and the capacity to admit it should not have surrendered its proactive leadership in the provision of library and resource services and that the devolution process has failed to ensure that the Department's own minimum standards are adhered to, I don't think that this is very likely.

What is much more likely is that the bureaucratic engine of self-justification will keep spinning along fuelled by rationalisations like these:

- Denial - there is no problem! "Our policy is clear with respect to the provision of teacher-librarians, libraries and resources in schools."
- Minimising the extent of the problem and the damage done.

Once denial fails, this strategy is the next fall back position. Any problems that may exist are isolated instances and insignificant in the 'big picture' best dealt with on an 'as needed' basis. There is no need for any kind of 'investigation'.

- Blaming the victim

Assert that it is the teacher-librarians themselves who are the problem, that teacher-librarians and libraries belong to the past and are a luxury which can't be afforded in this 'brave new world' of the 21st century!

- Killing the messenger

Slowly and covertly get 'difficult' people removed from their positions within the system through attrition, reclassification, redeployment and transfer. Replace these people with ones who are cheaper, compliant, and most critically, ignorant.

- Dismissing the evidence

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Assert that there is no conclusive evidence which proves that school libraries and teacher-librarians make a significant difference to student outcomes.

RECOMMENDATIONS FOR WHAT NEEDS TO HAPPEN IN QUEENSLAND

Here's the list.

The Queensland Department of Education as a matter of urgency needs to

1. Conduct an audit to find out the current state of play with respect to the following things:
 - Where its teacher-librarians are and what they are doing
 - What support staffing is being provided in schools to the library
 - The quantum of school grant money being placed in library and resources cost centres at schools
 - The level of involvement of the teacher-librarian in school budgeting processes.
 - The level of involvement of the teacher-librarian in school curriculum and resource planning and implementation processes.

A task force with members appointed by the Queensland Teachers' Union and the School Library Association of Queensland as well as Department of Education needs to be set up to manage the audit process and to write and present a final report. As an act of transparency this report must be made available to all stakeholders and not suffer the same fate as the 'mothballed' 2003 Report.

2. Reinstigate the practice of providing paid release for teachers to train as teacher-librarians.
3. Provide support for teachers undertaking teacher-librarian studies on a part time basis.
4. Raise the profile of library and resource services (which these days have such a strong ICT component) within its organisational structure.
5. Recognise through reclassification, in the same way as has happened recently for Guidance Officers, that teacher-librarians hold an additional specialist professional qualification.
6. Extend award coverage to secondary school teacher-librarians (similar to what is now in place for primary and special school teacher-librarians.)
7. Revise the secondary school staffing allocative model so that teacher-librarians become supernumeraries.
8. Revise the primary school staffing allocative model to include a sliding scale so that a second teacher-librarian is appointed when enrolments exceed 600, a third when they exceed 900 etc.
9. Mandate that schools allocate a minimum number of support hours to the library using a formula based on the number of enrolments
10. Mandate that support staff appointed to work in the library have library technician qualifications.
11. Provide support for library support staff to acquire library technician qualifications.

Most critically, the Department needs to take back the responsibility and ownership it so unwisely surrendered two decades ago. If it is unwilling to get proactive and actually do anything, it is critical that the Federal Government take ownership of the issue and drive any action which may be necessary in order to ensure compliance on the part of any 'recalcitrant' jurisdictions.

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CONCLUSION

As a matter of urgency something needs to be done to halt the 'death by a thousand cuts' that teacher-librarians and their libraries are enduring in Queensland Department of Education schools. All that it takes to get rid of a forest is to cut it down one tree at a time. It may take a while, but eventually the forest is gone.

There is an abundance of evidence which proves the correlation between properly staffed and resourced school libraries managed by teacher-librarians and student achievement. Management expert and social philosopher Peter Drucker, a self-confessed lover of both libraries and librarians, recognised what it is that we do. Librarians are 'people who understand the dynamics of information and act as catalysts to convert data into information.'⁴ In *Management Challenges for the 21st Century*, he argues that organisations should treat their 'knowledge workers'⁵ and 'knowledge managers', that is, their librarians, as assets rather than as costs.⁶ This is a lesson that the Queensland Department of Education appears to have forgotten and needs to relearn. For the sake of the children in our schools and all our collective futures, I hope that it is one that this committee can take on board and that its recommendations reflect this.

15th April 2010

Margaret Kittson

ACCOMPANYING DOCUMENTS FOR THE INFORMATION OF THE COMMITTEE:

1. Education Queensland School Staffing Allocations Guidelines Version 2007.5
2. Queensland Teachers' Union Advice Brochure – Primary and Special School Teacher-Librarian's Working Conditions. This brochure contains the relevant section of the Teacher Award - State

⁴ Quoted in 'The Essential Peter Drucker' by Bruce Rosenstein in *Information Outlook*, Vol.5, No.12, December 2001. <http://www.sla.org/content/Shop/Information/infoonline/2001/dec01/drucker.cfm>

⁵ Drucker coined the term 'knowledge worker'.

⁶ 'The Knowledge Worker as Capital Asset', pp 148 – 149 in Drucker, Peter, *Management Challenges for the 21st Century*, Oxford UK, Butterworth Heinemann, 1999.