



NEW SOUTH WALES TEACHERS FEDERATION

SUBMISSION TO

**HOUSE OF REPRESENTATIVES STANDING COMMITTEE ON EDUCATION
AND TRAINING**

ON

**INQUIRY INTO SCHOOL LIBRARIES AND TEACHER-LIBRARIANS IN
AUSTRALIAN SCHOOLS**

Authorised by



**Peter de Graaff
For John Irving
General Secretary
NSW Teachers Federation**

23 April 2010

NEW SOUTH WALES TEACHERS FEDERATION

RESPONSE TO THE INQUIRY INTO SCHOOL LIBRARIES AND TEACHER-LIBRARIANS IN AUSTRALIAN SCHOOLS

House of Representatives Standing Committee on Education and Training Inquiry into School Libraries and teacher-librarians in Australian Schools.

INTRODUCTION

The New South Wales Teachers Federation (NSWTF) represents approximately 47,000 teacher members in New South Wales public schools.

Recent research attests to the positive influence that teacher-librarians have on academic attainment and successful whole school outcomes.¹ The NSW Teachers Federation welcomes the opportunity to communicate the concerns of its members to the inquiry.

The following submission should be read in conjunction with the submission presented by the Australian Education Union (AEU). The NSWTF submission seeks to supplement the AEU submission by reporting on how policies and developments have impacted on members' work at state level.

Teacher-librarians and the profession generally, as well as school communities, have welcomed the investment of the Rudd government in infrastructure projects as school libraries. However, the profession has been disappointed in the lack of consultation about the design, architecture and layout of these teaching learning spaces and the lack of concomitant investment in the staffing to make the buildings effective in an information age. Without qualified staff and adequate library budgets these buildings will become expensive warehouses for computers and dwindling book stocks.

Teacher-librarianship is at a crossroads. Fewer graduates are attracted to the profession and many teacher-librarians report declining levels of job satisfaction. Urgent intervention and funding increases, as well as the professional development of executive staff, are needed to increase the effectiveness of teacher-librarians to carry out their dual role.

In October 2009 Incite² reported the release of the National Curriculum and pointed to the real possibilities that it posed for teacher-librarians to adopt an inquiry based approach rather than the "library skills" and "information skills" approach of the past.

Ann Gillespie writes³

*Teacher-librarians can ensure that in collaborative teaching and learning activities that the input of the teacher-librarian is measurable and observable in the assessment strategies.*⁴

¹ Impact of School Libraries on Student Achievement: A Review of the Research

A report prepared by Michele Lonsdale of the Australian Council for Educational Research (ACER) for the Australian School Library Association (ASLA) in March 2003. "The review focuses on studies conducted since 1990, which show that school libraries can have a positive impact on student achievement". The report is available as a series of web pages, and as a downloadable PDF document. Included is an annotated bibliography of the literature from 1990 to 2002.

² Incite Volume 30 Issue 10 October 2009 p.10

³ Gillespie, Ann and the ALIA/ASLA Policy Advisory Group quoted in Incite Volume 30 Issue 10 p.11

⁴ See also Irrefutable Evidence: How to Prove You Boost Student Achievement

An article by Ross Todd in *School Library Journal* in January 2003. The focus is evidence-based practice and "documenting how school librarians make a difference in learning". Throughout the article, the author provides

The issue is that despite these visions of a future role there has been no professional development and no positive leadership to explain how teacher-librarians are to embrace these visions or meet the demands and challenges of the future.

Teacher-librarians are holding the line; often times stuck doing non professional tasks due to untrained school assistants, providing release from face to face for primary classroom teachers, usually in the form of "borrowing" time with little linkage to classroom programs, trying to provide supervision for large numbers of senior students for whom timetablers provide "flexibility" as well as extended school hours and coping with exponential workloads.

For some, though not all, these activities are seen as demeaning and soulless both professionally and personally. The professional role of the teacher-librarian during the 1980's was greatly supported by the NSW DET Library Services and regional consultants. These have been, for the most part, dismantled.

Greater levels of stress are reported where teachers have no control over the work they do. Teacher-librarians feel professionally isolated, unrecognised and constantly being asked to justify their existence as school administrators look for greater economies. School counsellors, careers teachers and learning assistance support teachers do not report the same levels of lowered morale, despite their also being appointed as extra to the staffing establishment of the school. They are not asked to supplement school timetables to save on casuals, nor act as timetabling conveniences.

INQUIRY TERMS OF REFERENCE

1. The impact of recent policies and investments on school libraries and their activities

Staffing

A recent development in staffing has caused much concern among teacher-librarians and the teaching profession generally.

The NSW Department of Education and Training's (DET) approval of a decision by the principal of one NSW Public School not to fill a vacant teacher-librarian position confirmed the Federation's opposition to the 47 school pilot of 'increased school based decision making over recruitment, staffing mix and budget'. The pilot is part of the national funding arrangements with state departments.

Instead of employing a teacher-librarian, the NSW DET has approved employment of a part time School Administration Officer and a temporary teacher at the lower end of the incremental pay scale, as a 'variation to the staffing mix'.

This decision sets a precedent for the reduction or abolition of positions in NSW public schools and denies the right of all public school students to be taught by suitably qualified specialist teachers.

In this age of ever advancing knowledge, information and technology, it is unacceptable that the DET would allow a teacher-librarian position to be unfilled. Teacher-librarians play a vital role in the delivery of curriculum, information literacy, literature enrichment and student support.

This pilot treats teachers and positions as commodities to be traded. The Federation maintains that this 1980s re run of the Scott devolution agenda undermines the state-wide staffing formulae that guarantees curriculum provision and qualified teacher expertise for all students.

vignettes that show that school libraries *can* make a difference to student achievement. There are also references to research that demonstrates that "school libraries make a difference".

The decision by this individual principal has been infectious and the Federation has received reports that up to 5 other schools have followed in this example. It is said that one school has decided to employ a NAPLAN coach instead of a teacher-librarian in order to improve NAPLAN results across the school.

The NSW Department of Education and Training's library policy states:

1.1 Libraries are an essential resource within New South Wales government schools to support teaching and learning in the context of syllabus and curriculum requirements.

And:

4.1 The teacher-librarian is:

- a member of the school's total teaching staff and as such is actively involved in collaborative teaching and learning, school curriculum planning and program development
- involved in the provision of information-related resources integral to the planning, implementation and evaluation of the curriculum of the school
- a specialist teacher who develops, manages and evaluates, on behalf of the Principal, systems and procedures which include
 - library budgeting
 - selection and culling
 - ordering and acquisitions
 - cataloguing and classification using the Schools Catalogue Information Service
 - processing of materials
 - circulation
 - stock control

In NSW public schools a teacher-librarian is placed in every secondary school. In primary and central schools teacher-librarians are allocated according to a formula (see Appendix A)

The primary teacher-librarian allocation does not take into account special education students who are allocated to an individual class or classes. Yet, as part of any educational and literacy mission these students need to have access to the library and be counted as part of the library's community.

Secondary teacher-librarians are allocated extra to establishment and enrolment figures of 1: 1200, 1201 – 1250 1.2

1251 and over 1.4.

Teacher-Librarians demand a one to one ratio for all schools and school assistant time allocated similarly.

Library Budgets

Most teacher-librarians report shrinking budgets and especially common is where the library budget has been allocated to technology at the cost of new books, serials and reference material. It was reported on the NSWTL net (a list serv that acts as an informal professional advice network of teacher-librarians) that a principal had told a teacher-librarian that she would no longer be allocated monies for reference books such as encyclopaedias as the students now had Wikipedia.

I operate on a budget of less money than I had 25 years ago when all money was raised from a 'chook raffle' at the local pub. This seems to be a common chord through other submissions. I failed 'Begging 101' at Teachers College forty years ago where we didn't have to provide projections and

attend budget meetings to discuss the 'Big Bucket'. Global Funding is an annual struggle for funds where imploring for funds for essential supplies can be seen as a major inconvenience.⁵

Release from face to face teaching

Teacher-librarians in primary schools are required to take up to one hour of face to face teaching in order to relieve classroom teachers for preparation, marking and other duties as determined by the teacher.

Teacher-librarians are also entitled to release time. However, the Federation has to continually remind school executives of this entitlement.

The impost of RFF is a cause of much complaint from teacher-librarians, a legacy of the Terry Metherell years when he served as Education Minister in the late 1980s. It reduces the time available for co-operative planning programming and teaching and makes a pedagogically sound program almost impossible. The time is usually reduced to a borrowing program and disparate assignment work. In negotiations with the Department the DET consistently say that only a solution that is cost neutral will be considered.

The timetabling of primary teacher-librarians makes the time available for consultation with classroom teachers for the effective integration of information skills or for an inquiry based learning program, relatively impossible. Most teacher-librarians opt for a literature enriched program or information skills program that loosely covers the syllabus areas.

Some primary teacher-librarians are also asked to provide release for executive staff. This is not an appropriate use of the teacher-librarian's time.

Administration time

Many primary teacher-librarians report that Principals expect them to front classes for most of their time at school, often denying them a team teaching role and administration time. Teacher-librarians have had to fight for the right to have some pupil free time for school library administrative tasks such as ordering and processing resources as well as promoting resources and having time to co-operatively plan and program with teachers. (see Appendix B)

Senior Study Supervision

The introduction of Vocational Education and Training (VET) and Technical and Further Education (TAFE) courses in the senior school (years 11 and 12) has meant that teaching hours in some schools have had to be extended to cope with the various timetabling exigencies. Where it is possible for students to go home, schools use swipe passes to track attendance. For those students who are not timetabled on class and cannot go home schools often consider it is a "duty of care" issue and they are timetabled into the library. Often times this is while a teacher-librarian is teaching.

Teacher-librarians report various levels of disruption and behaviour problems as bored teenagers are asked to wile away hours doing private study in the library. Some schools permit the use of a Senior Common Room but most expect the teacher-librarian to warehouse these students. The Federation has to continually remind school administrators that this a school welfare and discipline issue not the sole responsibility of the teacher-librarians. (see Appendix B).

⁵ Notara, Rob retrieved from <http://schoollibraries21c.edublogs.org/group-1-questions/question1a/comment-page-2/#comment-240> on April 20 2010

Professional development

The devolution of professional learning budgets to schools has meant that many teacher-librarians have had to fight for their allocation of these funds. Various schools have established criteria for how to allocate and usually it is the most pressing curriculum development area that is seeded with funds. The nature of teacher-librarians work means that their overarching curriculum role is affected across the board by changes in syllabus and policies. However, the amount of funds received for their professional development does not reflect this all encompassing role.

A common complaint is that a teacher-librarian is not replaced by a casual teacher and so an added burden is placed on library administration and the teaching program when they take time out of the library.

In the report, Staff in Australian schools⁶ teachers are said to average 9 -12 days a year for professional development. Teacher-librarians commonly report they receive less than this.

These common areas of needs for professional development are reflected in the profession generally. In most areas at least one-third of primary teachers and more commonly more than half, expressed either a moderate or major need for professional learning. The areas of greatest need were in 'making more effective use of computers in student learning' (66%), 'methods for assessing student learning and development' (65%), and 'developing activities relevant to my students' (57%). Nearly two-thirds of secondary mathematics and science teachers indicated a need for professional learning on effective methods for engaging students in subject matter.

Many teacher-librarians use local networks and provide a "train the trainer" model of curriculum support. This is often parochial, narrow and inadequate to face the technological challenges of the future.

Allocation of school administrative and support staff

The school principal has responsibility for providing adequate school assistant time for the teacher-librarian to fulfil the teaching and library management functions of the school library. It is disappointing then to hear of schools without school assistant time allocated at all to the library. The school assistant entitlement is allocated to schools based on a formula. The distribution of staff within the school is made by the principal.

The devolution of many previous regional and district administrative functions has meant that the front office has become the front line in trying to meet these new responsibilities. School principals feel they have no other choice but to take admin time from classroom support services like the school library and place it in the front office.

2. The future potential of school libraries and librarians to contribute to improved educational and community outcomes, especially literacy

The February 2010 edition of SCAN, the DET's School Library Journal presents at page 30 an executive summary of the findings and results of the School Libraries 21C discussion report commissioned by the School Libraries and Information Literacy Unit of the NSW Department of Education and Training. The complete report is to be found at:
www.curriculumsupport.education.nsw.gov.au.

⁶ Staff in Australia's Schools 2007 retrieved from http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/sias2007.htm.

As one high school principal observed:⁷

21st century 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 world. Crafty teacher-librarians who are at the cutting edge 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.

As most commentators point out, teacher-librarians must embrace new technologies and “reinvent their role” if they are to remain relevant.

"Because ignoring the drums of technology beating out chants containing words like blog, twitter, MySpace, face book, YouTube, wiki-ing and other crazy Web 2.0 names, may be a bit like the dinosaurs ignoring the ice age. And while these new directions provide no guarantee of job retention, these technologies enable us to better connect with our clients, make learning and teaching more fun and engaging, and if all else fails, they look good on a resumé."

The problem as many members see it is that they have been as flexible as possible when it comes to reinventing the various roles they have had across the years. Most have dual qualifications; they have skills in welfare and student well being, attend sport and have across school responsibilities such as year advising, financial management and school administration.

Where teacher-librarians have taken on the role of information technology they have had to fight to retain that responsibility, as computing and technology teachers have usurped their territory. Members report gender issues in the “ownership” of educational technologies in the school. A majority of teacher-librarians are women.

Many members report Occupational Health and Safety issues as the enormous hubs and routers of computer networks are automatically relegated to the backrooms of libraries with scant respect for the heat and noise this equipment generates. Air conditioning of school libraries is also an issue for many schools, often requiring fund raising by P&Cs.

Teacher-librarians report that their expertise in areas of such as software and hardware purchases is not acknowledged or consulted due to the limited vision of their role.

Procurement policies of the DET have changed to create agency efficiencies. These policies have stripped teacher-librarians of the ability to purchase resources at reduced costs at books sales and book fairs.

Many of the graduates of library schools who emerged in the 80's and 90's changed the name of the Library to Information Centre, or changed their title to Information Manager to reflect the change in emphasis and expertise, sometimes in the vain hope that it would improve their status and standing, and were disappointed to find it either had no effect or transformed them into computer technicians. There was another dynamic at work it seems.

The school library and the role of teacher-librarians has unlimited potential in the future as long as they are adequately resourced and staff, including executive,⁸ are appropriately serviced on the dual nature of the role and the types of activities that teacher-librarians are best deployed to. Teacher-librarians must be able to articulate this to staff. See Appendix D A teacher-librarians guide to staff.

⁷ Scan Curriculum K-12 Directorate NSW Department of Education and Training, ISSN 07264127 Vol 29 No February 2010 p32

⁸ Neary, Kerry School Libraries: making a difference in *The Queensland Principal: the journal of the Association of State School Principals Inc.*, Vol 3, No3 September 2007 retrieved from <http://hubinfo.wordpress.com/action/library-advocacy-in-the-media/kerry-nearys-article-for-principals/>

The implementation of the new National Curriculum offers a dynamic role for teacher-librarians. However,

*"Those schools where the teacher-librarian works as a timetabled class relief teacher, does not have the opportunity to provide meaningful class interactions in collaboration with class teachers, or is overloaded with IT infrastructure and management will be very disadvantaged when the new curriculum is implemented."*⁹

3. The factors influencing recruitment and development of school librarians

Many teacher-librarians reflect on the 1970's and 1980s as a "golden age" in recruitment and professional development of the profession. Apart from those who had acquired their teacher-librarian qualifications as part of their Diploma in Education as methods some teacher-librarians were selected by the Department, on the basis of application and interview, to undergo 12 months education as part of a post graduate Certificate in teacher-librarianship at what was then, Kuring-Gai CAE and now, UTS. This was 12 months leave on full pay and then a "bonded" period of service to a vacancy in an area of need in the state. Two intakes a year of about 30 teachers ensured numbers of trained teacher-librarians met demand. Some of the trainees went on to positions of leadership and management in schools. When confronted with a lack of career opportunities some left the public system for positions of Head Teacher Information Management in private schools others left for the private sector in areas like Law firm libraries and database management.

Today vacancies in schools are open to teachers and teacher-librarians on the basis of position selection criteria. Should an untrained teacher be selected they are offered a Certificate of teacher-librarianship available through Charles Sturt University by external study. The successful candidate, if an untrained teacher, is placed in the position as a temporary teacher and upon successful completion of study is made permanent in the position. The successful applicant signs a deed of agreement to serve out the cost of their training for two years. The teacher may opt out early by paying the liability payout of about \$7000 a year.

Many teacher-librarians feel that this severely limits the number of positions they can apply for as local reports suggest that it is often an untrained teacher who is known to the school who is successful at interview. The tendency to select an untrained teacher could also be due to the lack of a pool of trained graduates.

Teacher-librarians also feel that the selection criteria for positions as teacher-librarians should of necessity list qualifications as essential. They feel it is a downgrading of their professional qualifications for positions to go candidates who are untrained. However, the DET argue that qualifications are only one criteria a school can use to determine the teacher best matched to the selection criteria.

Very few teacher-librarians are appointed to leadership positions in public schools. This affects recruitment as the library is seen as a promotional backwater. One candidate was told repeatedly that his experience as a teacher in the library was not commensurate with that of a classroom teacher.

Some teacher-librarians return to the classroom to apply for promotion and some request timetabling onto Year 6 or kindergarten classes to ensure that the selection panel perceive them as classroom teachers. This development has further eroded the status of teacher-librarians performing a dual role.

The DET has previously provided professional development, conferences and workshops through the auspices of the DET's School Library Services. For the most part, this centralised function is no longer performed. These days it has been left to the professional associations such as ASLA and ALIA as well as a loose association of local networks to organise appropriate professional development.

Teacher-librarians have long complained about the inadequacy of the training to manage the library

⁹ Ann Gillespie and the ALIA/ASLA Policy Advisory Group in Incite Volume 30, issue 10 October 2009 p. 11

computerised system OASIS (Office Automated Systems and Information Services). While the DET provided an advice hotline there were often long delays in getting back to schools and technological support was needed to be provided at the school base. The system is in urgent need of an overhaul and the DET has promised that it will be replaced by a new platform. This date keeps being pushed back.

Tribute should be paid to the numbers of teacher-librarians who through informal networks have provided the technological and curriculum support, in their own time that teacher-librarians have needed, especially around stock take and circulation functions.

Inaccurate circulation lists do nothing to engender the perception by parents that the funds they provide are being efficiently managed. Some schools provide a building fund for a tax deductible donation for parents.

With increasing devolution of school budgets and staffing to schools the library is seen as a soft target for making budget cuts. Without an enlightened Principal as a strong advocate for the library's central role in the teaching learning community the library's budget is at risk.

4. The role of different levels of government and local communities and other institutions in partnering with and supporting school librarians

Governments have a responsibility to fund public education. The Federation has for many years pointed to the unfair funding regimes that substantially favour private schools. The current Rudd Labor government persists with the patently unfair SES funding regime.¹⁰

Whereas previously many conferences and professional development activities were proudly held in public schools that were lighthouses of innovation, these days teacher-librarians are more likely to meet in well heeled private schools that showcase the latest in smart boards, video streaming and computer networks.

The use of laptops for students has been commonplace for a number of years in private schools. Those public schools with P&Cs in more affluent areas tried vainly to keep pace, but it is rural and regional school libraries who suffered most from the isolation and impoverishment of their local communities.

State governments have a responsibility to respond to community needs and provide sufficient resources and support staff to schools for them to fulfil their mission. Schools report aging facilities, lack of cyclical maintenance and long delays in technological support and roll outs of new equipment. There is a lack of technical assistance in schools for computer networks. School libraries also bear the legacy of this infrastructure neglect.

Some commentators have pointed to the ability of resource sharing networks and combined computerised collections to enhance the services offered by school libraries. Where school libraries have been allied to public libraries it is often the public library that has benefited most from access to specialised school collections such as HSC literature criticisms or project material.

These co operative networks succeed where they are well funded and not used as a budgeting measure to avoid duplication. Most school libraries have a specialised mission to meet the needs of their academic users. Their budgets are not meant to stretch to service the needs of local community schools, through public libraries, servicing a wide range of community public and private schools.

Some shared facilities have reported conflicts over collection development and acquisitions. Shared facilities sometimes have different attitudes to intellectual freedom in areas such as intelligent design,

¹⁰ Dunlevy Sue Rich pupils keep cash Daily Telegraph Friday April 16 2010 p.9

evolution, abortion, contraception, homosexuality, witchcraft and paganism and other areas of such as philosophy, faith and morals.

Industrial issues have also impacted on some shared facilities with differing awards and working conditions.

5. The impact and potential of digital technologies to enhance and support the roles of school libraries and librarians

The roll out of laptops to schools has been a considerable boon to students and teachers. Allowances should be made however, for the increase in library responsibilities produced by this initiative. Schools sometimes centrally record hardware through the library and faults, recharging and replacements are coordinated through the library. This has meant an increase in work load.

The Federation welcomes the recommendation in the 21C report of the state-wide provision of e - subscriptions ¹¹. The costs of electronic serials and databases is prohibitive for most school library budgets.

IPods, digital cameras, net books, DVD burners, fire wires, USB drives and the other myriad devices that are available are useful pieces of technology, and access to them distinguishes the information rich from the information poor. However, what is essential for the future is for students to be taught to critically assess the location, accuracy, authority, impartiality and presentation of the information they receive. This is the bread and butter of teacher-librarians' work. It is as essential in the digital age as it was in the text based era.

Teacher librarians need a collaborative culture fostered by an enlightened school community, who understand the dual role of the teacher-librarian and which comprehensively funds and staffs the school library, to realise this future.

¹¹ Hay L and Todd, Ross J School libraries 21C: the conversation begins in Scan Vol 29 No 1 Feb 2010

Appendix A Staffing Formula – Teacher-librarians

Primary schools are allocated Teacher-librarian time based on:

The number of students in schools up to 170 students, and the number of teachers in schools with more than 170 students

Teacher-librarian Entitlement for Schools:

Up to 170 students, it is based on enrolments:

1-25	0.084 (there are part time entitlements too, in addition)
26-50	0.084
51-54	0.168
55-75	0.168
76-83	0.200
84-112	0.200
113-140	0.200
141-150	0.200
151-170	0.400

Above 170 students it is worked out by the number of teachers. The number of teachers is worked out by formula thus:

$$\text{Number of teachers} = K \times 0.0385 + \text{Yr1} \times 0.357 + \text{Yr2} \times 0.345 + \text{Yr3-6} \times 0.0333 + \text{SS} \times 0.0333$$

Therefore:- T-L entitlement:

Number of teachers

7 or 8: 0.400

9-12: 0.600

13-17: 0.800

18-23: 1.000

24-30: 1.200

31-37: 1.400

38-40: 1.600

Appendix B

Riordan - Teacher Librarian

Appendix C

Riordan - Non Accredited.pdf

Appendix D

SCHS Library.doc



Early Childhood and Primary Education
Secondary Education
Technical and Further Education
Vocational Education and Training
Higher Education
Adult and Community Education

**REGIONAL DIRECTORS
SCHOOL EDUCATION DIRECTORS
PRINCIPALS**

**IRC 05/18
DN/05/00277**

TEACHER LIBRARIANS

As a result of discussions between the Department of Education and Training and the NSW Teachers Federation concerning teacher librarians, the parties have agreed to bring the following information to the attention of schools.

Teacher librarians are essential teaching partners collaborating to support planning and implementing the teaching and learning program of the school.

Teacher librarian vacancies

The Department is committed to filling vacancies in schools by the appointment of permanent teachers where reasonably practical.

On a teacher librarian vacancy occurring in a school, the principal must submit a request to the School Staffing Unit for the position to be filled. Where special circumstances exist, schools may seek approval from the School Staffing Unit to fill the position on a temporary basis (for example in a one teacher school).

Supervision of senior students in secondary and central schools

The school library is an important resource for individual learning for all students, including senior high school students during untimetabled periods.

Supervision of untimetabled senior high school students is a whole school responsibility and how this supervision is provided is a matter of school organisation, timetabling considerations and the principal's judgement regarding the supervision needs of the school, which are determined at the local level.

The determination of whether untimetabled classes or students will be supervised by the teacher librarian should be made having regard to the teaching load of the teacher librarian, teaching support and access requirements for other classes and the space allocation available in the library.

Allocation of school administrative and support (SAS) staff time to school libraries

The entitlement to SAS staff in schools is based on formulae. The distribution of staff within the school is made by the principal who takes into account all the duties which need to be performed and the level of resourcing that is possible within the allocation provided by the entitlement.

In distributing the allocation of SAS staff within the school, principals should ensure that from within the school's SAS staff allocation, school libraries are provided with adequate support to enable the teacher librarian to fulfil teaching and library management responsibilities. SAS staff in the library provide valuable assistance in supporting the delivery of the school's information literacy and other learning programs.

Class free time

Release from face-to-face teaching for teacher librarians in primary schools

In accordance with the Department's policy on the provision of release from face-to-face teaching (RFF) in primary schools, full-time teachers are entitled to two hours (0.084 FTE) RFF per week or pro rata for those in part time positions (0.0168 FTE per day).

For class teachers, one hour of this RFF is provided within the school's staffing entitlement and the other hour is allocated from the school's supplementary staffing entitlements, that is from the part-time teacher and teacher librarian entitlements.

RFF for teacher librarians is allocated through the provision of class free time. The teacher librarian receives the same entitlement to RFF as other teachers, however additional staff is not required to provide release for teacher librarians as the release entitlement can be allowed for within their duties.

Principals are responsible for determining the most effective way to organise the provision of RFF to teachers, including teacher librarians, in accordance with the Department's RFF policy.

Administration time

Teacher librarians are responsible for the management of the library including the administration of resources and must be provided with reasonable time to fulfill these responsibilities.

In determining the amount of administration time consideration should be given to such factors as the implementation of new systems and size of the library. The allocation and programming of administration time should be negotiated between the principal and the teacher librarian. As a general guide, 20% of the teacher librarian's time is considered a reasonable allocation of administration time. Administration time should also be allocated in reasonable blocks of time eg minimum 30 minutes, to ensure that the time can be used in a meaningful way.

For information and support related to the role of the teacher librarian supporting curriculum, including information literacy and integrating ICT, contact Colleen Foley, Manager, School Libraries and Information Literacy, on phone 02 9886 7488.

Carolyn Synnott, Senior Industrial Officer, Industrial Awards and Conditions Unit may also be contacted for advice on 02 9561 8637.

A handwritten signature in black ink, appearing to read "Peter Riordan", with a long horizontal flourish extending to the right.

Peter Riordan
General Manager
Industrial Relations and Employment Services
29 July 2005

INDUSTRIAL RELATIONS DIRECTORATE

File No. L9
 Letter No: 1179



Early Childhood and Primary Education
 Secondary Education
 Technical and Further Education
 Vocational Education and Training
 Higher Education
 Adult and Community Education

Mr Barry Johnson
 General Secretary
 NSW Teachers Federation
 23-33 Mary Street
 SURRY HILLS NSW 2010

IR/04/320

Attention: Ms Sally Edsall

Dear Mr Johnson

I refer to the Teachers Federation's request for information on appointment of teachers to teacher librarian positions where the teacher is not accredited as a teacher librarian.

In cases where School Staffing is not able to fill a teacher librarian position with a teacher who holds library qualifications, the matter is raised with the Principal. The result may be that the position is offered to a teacher who is willing to teach as a teacher librarian but who is not qualified as a teacher librarian.

A condition of this appointment is that the teacher will undertake the Department of Education and Training's Teacher Librarian Retraining Program. I have enclosed information on the 2004 Retraining Program. On successful completion of the 2004 Program the teacher receives a Graduate Certificate in Teacher Librarianship from Charles Sturt University.

Any further queries on the Retraining Program should be directed to Jill Buckley, Senior Project Officer Retraining on 9886 7444.

Yours sincerely

Peter Riordan
 General Manager
 Industrial Relations and Employment Services

12 May 2004

File No.		Letter No.		
17 MAY 2004				
Referred to: <i>Sally Edsall</i>				
Info Only	Officer Reply	Gen. Sec Reply	Follow up Action	Centre File
			✓	[Redacted]

SCHS LIBRARY – Supporting learning, sharing teaching @JCH 2008

My job as teacher librarian is to support learning and to share teaching in ways that ensure the library is clearly involved in the curriculum of the school.

My role includes:

- being knowledgeable about the curriculum
- being actively involved in helping students learn
- providing systems and a range of resources that support the school's information needs and
- creating a positive and productive learning environment in which students can "learn to do their best".

Most of my teaching occurs in a collaborative context in which I plan and teach with staff across most curriculum areas and levels, and work with students in an individual, small group or full class setting. My focus is to help students understand and engage with the what, why and how of the assignments they work through.

My shared involvement is in the context of:

- promoting resource based learning (providing and using a range of resources appropriate to the information task)
- integrating the Information Process (guiding student of understanding of what and how to learn)
- developing critical information literacy (helping students evaluate the usefulness of resources)
- developing skills in curriculum context (ensuring that students learn how to learn for particular needs), and
- creating positive attitudes in a supportive learning environment (promoting learning as a positive experience)

I share teaching through:

- contributing incidental ideas and input for resource availability and relevance
- providing basic resource orientations and "where do you get it" information
- introducing specific resources, including websites for use
- sharing information about individuals and aspects of their learning and/or discipline
- suggesting how to involve students in trying specific research approaches
- focusing on whole or specific aspects of the information process for a particular group
- sharing presentations to classes of the learning activities
- guiding or monitoring discipline of students
- devising suggestions for evaluating the assignment
- implementing resource based learning and ensuring that appropriate ranges of resources are available to support assignments
- determining what skills, attitudes and abilities the students have and will need in order to do the work
- identifying aspects of the information process that will need to be explicitly taught
- discussing any special needs the class has, including learning differences or discipline concerns, so we can work together to help students achieve what they need to
- planning for the level of student background knowledge of the topic and of using the library
- suggesting suitable resources or alternatives
- providing hints about a range of research skills
- monitoring of student progress and understanding
- suggesting suitable resources or alternatives
- providing hints about using a range of research skills
- discussing any special needs the class has, including learning differences or discipline concerns, so we can work together to help students achieve what they need to
- incidental and formal teaching of necessary skills

I support learning through:

- unpacking or interpreting assignment basics and progress from a skills or resource use perspective
- providing basic resource orientations and "where do you get it" information
- introducing specific resources, including websites for use

- revising study and research hints
- concentrating on specific skills development
- providing guidance and individual feedback to students
- teaching of research and other skills needed to gain information from a unique resource
- providing individualized conferencing or guidance of students
- devising suggestions for evaluating the assignment
- implementing resource based learning and ensuring that a range of appropriate resources are available to support assignments
- determining what skills, attitudes and abilities the students have and will need in order to do the work
- identifying aspects of the information process that will need to be explicitly taught
- planning for the level of student background knowledge of the topic and of using the library
- clarifying the content and context of an assignment through individual conferencing and feedback
- suggesting suitable resources or alternatives
- providing hints about using a range of research skills
- encouraging students to build on what they do know
- sharing knowledge about appropriate use of technology
- maintaining a positive and supportive learning environment