

- 1 Do you believe the learning needs of students are best met by professionally trained teacher-librarians being deployed as relief teachers? Or do you support the restoration of the second hour of release from face-to-face (RFF) staffing allocation which was cut in 1989?**

Each primary classroom teacher is entitled to two hours release from face-to-face teaching each week. One hour of this release from face-to-face teaching is provided within the school's staffing entitlement, specifically identified as release from face-to-face, and the other hour is allocated from the school's supplementary staffing entitlements, including the part-time and the teacher librarian allocations.

Teacher-librarians are also entitled to two hours release from face-to-face teaching **each week. Additional staff are not required to provide release for teacher librarians as the release entitlement can be allowed for within their duties.**

These arrangements for release from face-to-face teaching were clarified in a memorandum *Teacher Librarians* which was issued in July 2005 following discussions between the Department of Education and Training and the Teachers Federation.

- 2 Are you aware of research which concludes that professionally trained teacher librarians working collaboratively with teachers on the teaching of information literacy skills in context, instead of in isolation, leads to a marked increase on student learning outcomes? Would you like more information on this?**

The Department of Education and Training is aware of the research into teacher librarianship, collaborative approaches, information literacy and student learning outcomes and uses this research to inform the support provided to teacher-librarians.

Support for teacher-librarians provided by the School Libraries and Information Literacy Unit of the Curriculum K-12 Directorate is given on the basis that teacher-librarians achieve best teaching results when working collaboratively with classroom teachers.

Research Columns, a permanent feature of the teacher librarian journal, *Scan*, which is produced by the School Libraries and Information Literacy Unit, includes discussion of the latest research in teacher-librarianship. In recent years this has included: a review of the research by Michele Lonsdale (2002) for the Australian School Library Association, published by the Australian Council for Educational Research (ACER) that shows that "school libraries can have a positive impact, whether measured in terms of reading scores, literacy or learning more generally, on student achievement"; the Keith Curry Lance research in 2000 on the impact of school libraries on student achievement, which shows that reading scores increase when several factors are present including "collaboration between teachers and library specialists"; and the summative *School libraries work!* (2006) Research