

Foundation Paper, available online at
<http://www.scholastic.com/librarians/printables/downloads/slw_2006.pdf>
which also supports the importance of collaborative approaches to teaching
information literacy.

To demonstrate the research findings, articles on successful examples of
collaboration between teacher-librarians and teachers have been published regularly
in *Scan*. For example, the February 2006 issue included an article on a program at a
NSW school involving cooperative planning, programming and teaching with the
teacher-librarian and resource based learning incorporating information skills and ICT
and the November 2006 issue included an article on the role of the teacher-librarian
in planning, programming, teaching and resourcing the Connected Outcomes Groups
units of work.

Further support for collaborative approaches is demonstrated by professional
learning workshops on the role of the teacher-librarian in implementing the NSW
Quality Teaching framework and Connected Outcomes Groups in the school. These
state-wide delivered workshops have emphasised how collaborative programming
and planning underpins the teacher-librarian's role in both these initiatives.

**3 Do you support adequate school library clerical assistants staffing, so that
professionally trained teacher librarians are free to collaboratively plan and
teach? To wit:**

Secondary: That there be a minimum of two full time school assistants where the school population
is 800 or more. That there be minimum one full time school assistants where the school population is
fewer than 800.

Primary: That school assistants be employed to match teacher-librarian allocation on a 1:1 basis,
that is 4 hours teacher-librarian = 4 hours school assistant; 6 days teacher-librarian = 6 days clerical.

School administrative and support staff provide valuable assistance in supporting the
operations of the school, including support in the library. These are allocated to
schools in accordance with enrolment based formulae. The distribution of school
administrative and support staff within a school is made by the principal, who takes
into account the duties which need to be performed, including those in the school
library.

4 Do you support teacher-librarian staffing to include support classes?

Teaching staff in NSW government schools are allocated in accordance with
formulae based on student enrolments and special needs. These formulae have
been established to distribute staff equitably across the State.

Both the classroom teacher and teacher librarian staffing entitlements are based on
student enrolments. Support student enrolments are included in determining the
teacher librarian entitlement for schools.