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From: NAME REMOVED

To: NAME REMOVED

Sent: Monday, July 02, 2007 11:48 AM

Subject: [Identifying information removed]

Dear [School Principal's name omitted here],

In view of recent publicity regarding performance-based pay, I have decided to compare my role with that of other teachers. Because principals, by and large, have no personal experience in teacher-librarianship, I am not sure that they would be strong advocates for teacher-librarians, in comparison to other teachers, who are employed in other teaching positions.

I am also acutely aware of my own difficulties in seeking professional recognition and so I ask that you read what I have written and consider it.

As distinct from all executive teachers, other classroom and support teachers, I am the **only** teacher on staff who has face-to-face interaction with **each and every student** in the school. In what is often referred to as the information age, I make a significant and ongoing contribution to **every** pupil's acquisition of literacy and information skills.

As distinct from all executive teachers, other classroom and support teachers, my contribution to curriculum delivery extends to supporting all **teaching staff** meet their various professional, informational and curricula needs.

As distinct from all executive teachers, other classroom and support teachers, I **manage and administer** (on behalf of the principal) the most capital intensive facility within the school and meet the audit requirements as stipulated for the financial management of schools. I budget, prepare management plans and implement them.

As distinct from all executive teachers, other classroom and support teachers, and with regard to qualifications in NSW government schools, mine is the only position, apart from School Counsellor, that requires **dual accreditation**. School Counsellors, however, deal with students on a one-to-one basis, do not train and supervise their support staff, have no auditing function, nor responsibility for the school's resources. Teacher Librarians are required to be credentialed in both teaching and librarianship, reflecting the duality of their role in both instructional issues and library management.

As distinct from all executive teachers, other classroom and support teachers, I am required to **train** my own clerical support staff in OASIS Library and library technician tasks – and have been obliged to do so over and over again. I also provide ongoing training in information retrieval and library usage for colleagues.

As distinct from all executive teachers, other classroom and support teachers, I am required to have an overview of the school's **entire teaching program**, across all Key Learning Areas. My expertise is required in supporting teaching and learning for all subjects, for teachers and learners at all levels of competence and ability.

Prior to becoming a teacher-librarian I led a full and active school life and contributed

in the following ways:

- P.S.S.A coach – Newcombeball
- Organised school sport
- Organised in school sports fun days
- Organised school camp
- Wrote programs for DSP
- Implemented K-6 DSP programs
- Wrote & prepared concert items for senior grades
- Coordinated school concerts
- Was Federation Rep, Women's contact person and Credit Union Rep
- Filled in as E T twice
- Timetabled primary scripture a couple of times
- Organised numerous excursions
- Was computer co-ordinator

As teacher-librarian, I continue to contribute to school life, although, as teacher-librarian, the breadth and the range of my responsibilities have increased significantly. Since my re-appointment in my current role I have:

- Automated the school library – database of around 25000 items
- Trained parents, who have since found full-time, paid employment.
- Supervised and trained Centre-Link Retraining Program participants
- Sat on selections panel at different schools
- Co-written the constitution for the now defunct school council
- Represented teachers and was secretary on that school council
- Sat on pupil welfare committee as permanent minute-taker
- Organised numerous in-school performances
- Organised and ran three book fairs each year, to raise funds for resources.
- Facilitated book club across the school to raise funds for resources
- Co-ordinated attendance (and attended) annual Sunday morning ANZAC services at local RSL
- Prepared and presented workshops for parents on information-related topics
- Presented workshops for staff
- Participated in many committees

There's probably a whole lot more. Suffice to say, I've probably done it all.

Now here is my problem. As an experienced classroom teacher I was invited twice to fill-in as E.T. (as you would probably expect after fifteen or so years in the classroom) to cover short periods of leave taken by promoted colleagues.

I have a proven track record and, as far as I can tell, I am both an efficient teacher and manager, but since my re-appointment as T-L, and although I have been recognised as an Advanced Skills Teacher, I have never been invited to fill-in for a promoted colleague on leave. Indeed I have been actively rejected in favour of junior teachers,

who seem, on paper and in action, to have little to recommend them, other than their youth.

You said to me last year "You have not left your run too late. Why not start applying for AP positions at other schools?" We both know that no other school would (quite rightly) be prepared to take a chance on me, when my own one is not.

[Signed by the K-6 Teacher Librarian, Western Sydney Region, NSW DET]