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10 August 2007

Amanda, Margaret, Ian

M: Meeting top discuss issues raised in RML in more detail.

A:

- Staffing policy
- 4 points in RML
- Principal's discretion
- Feels Staffing Agreement breached for her & other T/Ls – not unique
- Use by P's to use T/Ls to 'plug' timetable gaps (including being taken out of library)
- Role of T/L versus P's view of role of T/L
- Duties undertaken by T/Ls (pri and sec) vary across state owing to P's discretionary power
- Personnel Support – allocation of support staff to libraries varies greatly across school libraries
- Prior to intro of SA classification, a SASS position would be identified as CA (Library)
- A. concerned re accountability for P's in how discretionary power/authority is exercised in schools
- Lack of support staff allocation can lead to T/Ls undertaking SASS roles, e.g. covering books
- Looking at consistency across how school libraries are resourced and supported
- Difference in voluntary support (parents & community) between pri & sec
- School libraries shouldn't have to rely on voluntary support from community.

- Gave e.g. of a volunteer would not be asked to take on a faculty role in the absence of a teacher – but volunteers are used in libraries

Page 2 of notes from meeting (commences at 'email sent to P...')

- email from RO re Premier's Reading Challenge – email sent to P in Amanda's school. Challenge not run in Amanda's school as doesn't have time to implement on top of other roles. No additional support
- 40% time library – rest of time non-library duties
- In discussion with P, P referred to DET lib document stating "min of 20%"
- Amanda's experience not unique, e.g. in primary schools, use of T/L & lib to cover RFF
- How can library collections be maximised when so much time req'd to be spent on non-library duties
- 20% rule introduced at time Ken Boston was D.G.
- referred to report on impact of school library on academic development & performance.
- In terms of allocation of classes, gave eg of taking Yr 7 philosophy class in Term 2. When A. referred to being sci. teacher prior to teacher/librarian & preferred to be allocated science class, P advised 'no – I don't need a sci teacher'.
- Acknowledge that there are some Ps that do see value & role of the library in school, roles & purpose of teacher librarian & distribution of support staff to library.
- example of similar sized & type of schools & how discretion available to P can impact on effectiveness of T/L & lib.
- Benchmark for resourcing
- Allocation of Teacher/librarian entitlement to pri schools – small pri schools may only have P.T. teacher/librarian.
- Hundreds of thousands of dollars of tax payers resources & schools with P.T. tch/lib can have libraries closed during recesses and lunchtimes.

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- during absence on leave, roll call, subject & sport classes covered by casual. Library was closed for 2 weeks. Message re importance of library compared to faculty classes.
- should guidelines cover relief arrangements for library. Issue of P discretion re use of casuals.
- Premier's position re importance of libraries to schools.
- Supervisory role of teacher/librarian with support staff – Amanda has a committed & effective F.T lib asst. A. still has to do clerical duties.
- Curric. Dir running video-conferencing to support book week. A. doesn't have time to participate without sacrificing other duties & responsibilities
- Financial Support
- believes schools should be surveyed to see how libraries are financially resourced to obtain "hard facts". Such a survey should be counter-signed by teacher-librarian. Gave personal experience of funds given to library compared to figure stated in annual report, eg carpeting in library shown as allocation to library. T/L should sign to prevent irregularities from being reported.
- use of computers in library – should be available for research at most times. Often used for computer classes which means that computers are not available for students wanting to undertake research.
- Access for students, when library 'closed' for debates, exams, executive meetings
- 2006 – 2008 School plan. – to provide Yr 10 & Yr 12 with opportunities to excel. Library could be used to assist in this plan to greater degree.
- Hard data from across schools would highlight differences in how libraries are resourced. Would like to know how parents would react to figures.

Page 4 of notes from meeting (commences at 'funds. When asking')

- Before global budget, libraries rec'd tied funds. When asking why can't we go back – advised no, we have a global budget. A. is

aware that tied grants are still provided for other programs & funds so why can't library funding be returned to a tied grant

- Role & effectiveness of finance committees in allocating budget.
- While P's are accountable to SED & Regional director, are sed's & rd's interested in supporting libraries
- Revisiting prev determinations – eg 20% already discussed
- Role of 1 person as Manager for support for teacher librarians. Role also provides support for P's seeking info/advice on libraries
- Manager has advised role is to interpret policy
- Previously there had been 1 library consultant per district. All other faculties receive greater support beyond school level and from BoS.
- Why was Lib 'consultant' abolished?
- While re-intro of consultant would require additional funding, all other suggestions involve re-distribution of existing resources through clearer guidelines.
- Teacher/librarian required to have understanding across all learning & subject areas for prof. support for ordering purposes yet receive same salary as classroom teacher in any 1 subject area.
- Wouldn't it be more approp to be HT or equiv.
- Perception of teachers when planning with teacher/librarians – see as librarian rather than teacher (opposite of P's view of teacher/librarian)
- Outside of DET schools, role of teacher/librarian recognised through status & salary.

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- Differences between schools in how teacher/librarians are treated for attendance & participation in school exec. meetings
- Possible if DET gave greater recognition to teacher/librarian, this could flow on to perception of teacher/librarian by P's & other teachers in schools.
- A. referred to discussion with H.T. that resulted in H.T. taking library for one lunch-time dealing with students, enquiries & issues being raised.

- Premier recognises profession & role of teacher/librarian but will this recognition be provided through resources or financing.
- Referred to letter & request as to why teacher/librarian can't be given H.T. status.
- Dual role as teacher and librarian allows for so much different treatment depending on discretion of P & their view of the role
- Certain policies that benefit libraries are implied in current documents but not stated as a requirement
- DET has discretionary funds which could be used to provide further support to libraries. New funding not required – re-allocation of resources
- If funding provided to create HT, T&L – wasn't this what the P was already supposed to be involved in. Hasn't seen policy/role statement for HT, T&L – how can DET introduce exec position without clear statement of responsibilities.
- Referred to finances available at regional director level for support to identified subjects across district. Was support provided to libraries for Western Sydney – no.

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- Brief discussion of personal circumstances & background, including physical injury:
 - prev contact with Jan Mc & T.K.
 - work at OTEN
 - contact & dealings with Linda Watts
 - placement at Greystanes initiated through A.
 - rehab support – not satisfied with
 - concerned that current treatment at G.H.S. may be related to previous contact with JM & T.K. & principals network
- had sought to have Greystanes H.S. removed from transfer list – based on experiences at school whilst there as a R.T.W.
- resolution of 'big picture' issues for teacher/librarians would assist in resolving local issues in school.
- RML is focussed on teacher/librarian role – not for personal benefit
- Should DET review retention/drop-out rates for teacher-librarians