

**Credaro, Amanda**

**From:** Credaro, Amanda **Sent:** Fri 8/31/2007 11:25 AM  
**To:** Kelly, Trish  
**Cc:** nswtl@nswceg.org.au  
**Subject:** The Status of Teacher Librarians: Ministerial Enquiry  
**Attachments:**

Attention: Ms Trish Kelly,  
 General Manager, Human Resources  
 NSW Department of Education and Training

CC: NSW Teacher Librarians

Dear Ms Kelly,

Further to my fax last night, I feel I must express a degree of dismay at your reference to Teacher Librarians as being " ... teachers with library qualifications ..."

Ms Kelly, could I draw your attention to the vast body of evidence that demonstrates that Teacher Librarians are not merely "teachers with library qualifications" - unless so confined by their employment conditions. Such a situation has a demonstrable negative impact on student learning outcomes, together with associated testing in areas such as literacy.

Due to the bulk of this material as outlined below, it was not included with the other documents sent by facsimile to your office. In the interests of maximising educational outcomes for the states 760,000 students enrolled in Public Education, I hope you will take the time read through these documents. I'm sure they will provide you with a greater understanding of the contemporary educational role of Teacher Librarians. The multifaceted roles of Teacher Librarians in modern education are largely clarified in the following documents:

### 1. Standards of Professional Excellence for Teacher Librarians

<http://www.asla.org.au/policy/TLstandards.pdf>

" ... This statement describes the professional knowledge, skills and commitment demonstrated by teacher librarians working at a level of excellence. It represents the goals to which all Australian teacher librarians should aspire, and provides inspiration for quality teaching and ongoing professional practice ... "

### 2. DET School Library Policy

<https://www.det.nsw.edu.au/policies/curriculum/schools/libraries/PD20050221.shtml>

Includes the information that [A Teacher Librarian is ] 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.

Information is available at [http://www.schools.nsw.edu.au/schoollibraries/resources/policy\\_suppt.htm](http://www.schools.nsw.edu.au/schoollibraries/resources/policy_suppt.htm) on:

### 3. Information Skills in the School:

"The concept of collaboration between teacher-librarian and classroom teachers is central. Clarified in the document are:

- key concepts
- attitude and skill development
- strategies for selection
- use of information sources
- planning, implementing and evaluating learning activities."

**4. Handbook for school libraries. [2 nd ed.] (1996) NSW Dept of School Education.**

" ... this edition addresses the emergence of information literacy as an essential component across all KLAs, particularly as new technologies develop and information is delivered in different formats. The handbook focuses on the creation of a learning environment which develops learners' information handling skills within an effective resource and technology infrastructure. It provides information and guidelines on the procedures and practices for policy development ..."

This document also outlines the differences in the respective roles of a Classroom Teacher and a Teacher Librarian.

**5. The Impact of School Libraries on Student Achievement: A review of the research**

<http://www.asla.org.au/research/>

From Section 4.5: Changing role of school libraries: "Harvey (2001) refers to the general trends identified in a 2001 study by Tilley and Callison, in which they note a shift away from 'audiovisual, library skills, selection of materials, isolated skill sets, resource input, general resources' towards 'multimedia and telecommunications, information literacy and inquiry, learner needs analysis, collaboration and curriculum integration and learner performance diversification to target unique needs' (Harvey, p. 11). Harvey notes that library education is becoming more focused on users and their needs and less focused on the library and its particular practices ..."

If you would like me to provide any further information, I am happy to do so.

Yours sincerely,

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