
AEU Teacher Librarians and School Libraries Policy 2008

Part A.

- 1.** A funding formula and guidelines for school libraries should be negotiated with the DoE to ensure a minimum per capita amount is spent on library resources to maintain and develop collections and services. Funding should be provided centrally by the DoE with schools able to fund over and above this level if it is considered a priority.
- 2.** All school libraries should be staffed by appropriately qualified teacher librarians and support staff and should aim for the benchmark levels as recommended in *Learning for the Future*. [See APPENDIX B for overview of library staffing]
- 3.** For appropriately qualified teacher librarians, a staffing entitlement that is separate from the school staffing quota should be negotiated with the DoE, in order that existing levels of funding and staffing within schools are not compromised.
- 4.** To ensure sufficient teacher librarians are available to staff DoE schools, teacher trainees and existing teachers should be recruited as teacher librarians by offering incentives such as: DoE sponsored courses to ensure a supply of teacher librarians with appropriate post graduate library qualifications, for example, the UTAS Graduate Diploma of Information Management.
- 5.** Teachers and teacher librarians should be provided with sufficient flexibility in timetabling to allow them to actively work together to cooperatively integrate information literacy and other essential literacies into the curriculum. Also, in recognition of the duality of their role, teacher librarians should be provided with sufficient administrative time for library management responsibilities.

Part B. That the AEU develop a campaign to raise the awareness in school communities of the importance of appropriately funding, staffing and resourcing school libraries.

Background Paper : REAFFIRMING THE ESSENTIAL ROLE OF SCHOOL LIBRARIES AND TEACHER LIBRARIANS IN THE 21ST CENTURY

Most, if not all, of the nearly 10,000 schools across Australia have a school library. This was largely due to generous Commonwealth funding in the 1960's and 70's, but this funding was only possible as a result of the widespread support for school libraries from a range of advocacy groups, including parent bodies and the Australian Teacher's Federation, who championed school libraries and the need for appropriate staffing of these new purpose-built facilities.

In deciding who would be best suited to staffing the new school libraries so as to optimise their value to the school community, the decision was made to have someone with dual qualifications in teaching and librarianship. This combination was considered the ideal mix; providing both the necessary knowledge, skills and experience in pedagogy and teaching, as well as library and information management practices, thereby allowing the position to cater for the specific needs of the teachers and students who were their principal clientele.

In Tasmania, this position is most commonly known as the teacher librarian.

What has changed for school libraries?

A lot has changed since those halcyon days when funding was readily available through a combination of State and Commonwealth grants to school libraries supplementing individual school contributions.

Some of these changes include:

1. The phasing out of library grants to schools
2. The onslaught of CRESAP in the 1990's, which wreaked havoc on all areas of school staffing and funding and resulted in the loss of 1056 school/college employees, including 696 teachers
3. In 1991, as a direct result of CRESAP, secondary school teacher librarians lost their separate staffing entitlement (primary school teachers suffered this fate some years earlier)
4. Post CRESAP, schools became more self-managing as the Education Department increasingly devolved responsibility to the schools
5. The integration of computers and access to the internet within schools, as well as other information communication technologies (ICTs)

The implications for the staffing and funding of school libraries as a result of these changes has been the gradual erosion of library staffing, resources, services, equipment and facilities.

Library funding is at the discretion of the individual school and levels of funding between schools differ markedly. While some schools fund appropriately many more have seen the library as an easy target for funding cuts, particularly when there is such fierce competition within schools for a finite budget. Compound these cuts with inflationary trends and the buying power of the school library is severely diminished.

Without an appropriate funding formula and guidelines for school libraries, the existing inequitable funding arrangements will continue to allow some libraries to become marginalised through under funding and neglect, while others are prioritised within their schools and are able to provide quality print and multimedia resources as well as access to emerging technologies, electronic databases, the internet and other online resources.

For some school libraries, rather than integrating computers into the Library as another valued source of information to be used as an effective research tool for teaching and learning, the overwhelming priority has been purchasing, updating and maintaining computers within the school. This has often been in direct competition with the funding provided for other research and recreational resources within school libraries, creating an imbalance within library collections and their capacity to support quality literature and resource-based teaching programs, as well as the professional learning requirements of staff.

The need to resource teaching and learning programs and meet the ever-evolving curricular requirements necessitates that all aspects of the library's collection remains current, relevant and engaging for its users. This is a basic requirement for any school library and should be the norm rather than the exception. Equitable access to an appropriately funded and resourced library is the right of all staff and students in all schools.

What has changed for teacher librarians?

1. Critical decline in the number of teacher librarians has reduced their capacity to be advocates for school libraries and their own essential role within those libraries.
2. Reduced levels of support staff as well as increased time on classroom teaching have made it increasingly difficult for teacher librarians to perform their cooperative planning, teaching and evaluating roles with other teachers on top of their library management responsibilities.
3. The role of the teacher librarian has changed in response to societal changes and their impact upon schools and school libraries.

Some of these changes include—

- The amount and quality of information potentially available to staff and students

- The increasingly sophisticated technological means of accessing information and the added responsibilities of the teacher librarian in assisting staff and students with the use of this technology
 - The shift from content-based education to an outcomes-based education
 - Emphasis on information literacy skills in addition to other essential literacies
 - Integration of new technologies and their effects upon teaching and learning within the school library
4. Shortage of teacher librarians and also financial concerns within some schools has increasingly led to library technicians or even unqualified personnel being asked to replace teacher librarians.
 5. The axing of the *Graduate Diploma of Librarianship* course at UTAS which was only re-established as recently as 2002/3 as the *Graduate Diploma of Information Management*.

Arguably, the school libraries most damaging loss is the decline in staffing levels and in particular, the unsustainable decline in teacher librarians currently filling positions within our public schools.

The number of teacher librarians in Tasmanian DoE schools has now reached critical levels with most of them close to or over 50 and none below 30 years of age. This 'greying' of the profession was highlighted in a study done by the State Library of Tasmania back in November 2000, when it identified a loss of almost 50% of teacher librarians in a four-year period between 1996 and 2000.ⁱ

A more recent report conducted in December 2005 confirms this grim picture, with statistics indicating that by 2015, if there are no more teacher librarians recruited, there will only be 15 teacher librarians remaining in Tasmanian state school libraries.ⁱⁱ

The lack of any Librarianship course for so many years has taken its toll and the resurrected UTAS course has failed to address the existing skills shortage. Those graduates who have pursued the new UTAS Graduate Diploma of Information Management course have not appeared as teacher librarians in the Government sector. One can only assume that they have found alternative employment in the information industry, private sector or within the Catholic and independent school system.

We need to attract these graduates into our Government schools by ensuring there are jobs available for them. This requires a separate staffing formula that provides a level of security and assurance that the positions are there to fill upon satisfactory completion of their course.

Unfortunately this may not be enough to address the critical shortage of teacher librarians within the Government sector. Enrolments in the UTAS course are few and the numbers graduating

even fewer. To encourage more teacher trainee and teacher enrolments in approved library and information management courses, the costs involved in upskilling, and similar incentives, should be met by Government sponsorship.

Most other Australian states have already recognised the need for a separate staffing entitlement for teacher librarians and some of these have also introduced Government sponsored retraining programs for teachers, for example, the 'Retrain' program offered in NSW. **(SEE APPENDIX A)**

This decline in teacher librarian numbers is in part due to financial stringencies within schools, which have resulted in the 'cutting back' of specialist areas to prioritise other areas within their school or sometimes voting off one specialist teacher in favour of another. This process occurs repeatedly, particularly in primary schools, creating undue stress for all staff when a colleague and friend is 'traded off' for another.

Studies conducted in Canada and the USA have identified this marginalisation of specialists as a particular problem in a devolved education system like Tasmania's. Their research concluded that where no separate equity measures existed, school counsellors and teacher librarians generally lose out to classroom teachers who are in the majority. ⁱⁱⁱ

Currently, Tasmanian Guidance officers (school counsellors), who are similarly qualified to teacher librarians, are on a separate staffing entitlement.

The existing skills shortage has meant that Principals requesting teacher librarians in 2006/07 had difficulty locating any. This exacerbates the problem by necessitating the employment of underqualified or unqualified staff to fill the position. This situation is due to worsen as retirements continue and dissatisfaction with worsening conditions forces many teacher librarians to return to the classroom, leaving schools with little choice but to go without a teacher librarian.

The changing role of the teacher librarian

According to an extensive review of post 1990 research on school libraries by Lonsdale (2003) there has been

...an explosion in information production and the development of information communication technologies (ICT's); changes in educational philosophy and practice, including a greater focus on learning outcomes, inquiry-based learning, evidence-based practice and school accountability; and changes in the nature and role of the teacher librarian as a result of these developments. ^{iv}

The shift from content-based to outcomes-based education; from what is taught, to the skills and understandings the student needs to acquire, has highlighted the importance of the processes of learning and the development of information skills through resource-based (inquiry-based) learning. Teacher librarians have always had a role in the provision of information for educational programs, and teaching research skills to students to enable them to define, locate, select, organise, present and evaluate information, only now the breadth of information and the technology available to access it has made this role even more crucial.

In adopting and adapting new and emerging technologies to meet the information requirements of staff and students, teacher librarians have developed expertise in areas such as: using electronic databases; creating library websites for the school's Intranet; learning how to use search engines and secure websites to source appropriate sources of information; using digital technology, such as CD ROMs and PVRs; as well as the use of streaming media such as 'clickview'. This expertise has enabled the teacher librarian to become the interface between the technology and the user, facilitating access to ICTs, as well as other more traditional print and non-print resources; making them ideally suited to working cooperatively with other teachers to plan, teach and evaluate information skills.

According to Bonnano (1996)—

Students who enter schooling today must develop skills to become independent lifelong learners. A key focus of teacher librarians has been to develop retrieval and interpretation skills with students. With the global nature of information it is important to emphasise the evaluation of the retrieved information; to provide our users with an ability to assess information and test for authenticity, reliability, bias and prejudice. Accessing and using information in an electronic world has become a complex task. Now, more than ever, students need to develop information literacy skills within a resource-based learning environment to survive in the Information Age and beyond.^v

It is important to stress that information literacy is only one area of a teacher librarian's teaching responsibility and that their role encompasses everything from promoting literature and actively engaging readers, to working with classes on 'how to create a bibliography' to professional development for staff on areas such as copyright, plagiarism and using online catalogues.

The role of a teacher librarian is diverse and challenging but one thing that has been demonstrated definitively in landmark research both internationally and within Australia is that:

SCHOOL LIBRARIES + TEACHER LIBRARIANS = POSITIVE AND MEASURABLE IMPACT ON STUDENTS.

Much of the research has been conducted in America, but as recently as 2003, the Australian Council for Educational Research (ACER) conducted a review of National and International research from 1990 to 2002. In this study, Lonsdale identified the positive impact of school library programs on student achievement, whether those achievements were measured as test scores, reading scores, literacy or learning more generally—

1. **a strong library program that is adequately staffed, resourced and funded can lead to higher student achievement regardless of the socioeconomic or educational levels of the adults in the community;**
2. **a strong computer network connecting the library's resources to the classroom and laboratories has an impact on student achievement;**
3. **the quality of the collection has an impact on student learning;**
4. **test scores are higher when there is higher usage of the school library;**
5. **collaborative relationships between classroom teachers and school librarians have a significant impact on learning, particularly in relation to the planning of instructional units, resource collection development, and the provision of professional development for teachers;**
6. **a print-rich environment leads to more reading, and free voluntary reading is the best predictor of comprehension, vocabulary growth, spelling and grammatical ability, and writing style;**
7. **integrating information literacy into the curriculum can improve students' mastery of both content and information seeking skills;**
8. **libraries can make a positive difference to students' self-esteem, confidence, independence and sense of responsibility in regard to their own learning.^{vi}**

AEU (Tasmanian Branch) Research into School Libraries and Staffing Issues

There has already been a considerable amount of Tasmanian-based research into the funding and staffing of school libraries, partly as a result of surveys and discussion papers by professional bodies such as ASLA (Australian School Library Association), ALIA (Australian Library and Information Association), the State Library of Tasmania and, of course, the AEU itself.

At the end of 2001, the AEU conducted a survey of Tasmanian Schools and received responses from 102 workplaces. Schools were asked to discuss issues from the State Library of Tasmania paper—*Enhancing Student Outcomes with Improved Information Services and Provisioning*, and asked to vote on three recommendations:

1. That all teacher librarians be excluded from the school's classroom teaching quota and placed on a central formula in the central staffing establishment.
2. That the State Government sponsor enrolments in Interstate teacher librarian courses. (This is still valid, even though UTAS has now re-established a Post Grad. Course for prospective teacher librarians) and
3. That school library benchmarks be established to reflect national standards for services and program delivery and that schools be resourced to these levels.

All three recommendations received an endorsement from 93% of the 102 workplaces that responded.

This suggests that there is already a groundswell of support within schools for:

- Improving the quality of resourcing and staffing in school libraries;
- Ensuring that teacher librarian shortages are addressed; and
- Providing equitable access to teacher librarians to maximise the outcomes of all public school students.

These three recommendations form the basic tenets of the recommendations that are currently before you.

APPENDIX A

NSW DoE sponsored retraining in teacher librarianship **Teacher Librarian Retraining Program**



The *Teacher Librarian Retraining Program* is one of the strategies developed by the NSW Department of Education to meet workforce need for teacher librarians.

Applicants undertake a program of study that meets the Department's requirements for accreditation as a teacher librarian.

The retraining program:

- is a post-graduate tertiary award
- involves distance study with workshop sessions
- includes a mentoring support program.

To be considered for selection, applicants must:

- be qualified graduate teachers
- be permanently appointed to the position of the teacher librarian in a Departmental school, without accreditation as a teacher librarian
- be prepared to undertake the role of the teacher librarian for a period of two years following successful completion of retraining.

Support provided:

- payment of course fees
- study relief
- residential travel and accommodation costs if applicable
- one-off general purpose allowance.

Teachers are targeted for retraining through the Department's School Staffing Unit each year.

Interested teachers can view the [Information Package](#) or contact the Retraining Unit on 1300 300

APPENDIX B - STAFFING

Learning in the future in schools will be considerably different, and responsive information services will be dependent on effective cooperation between the information specialists within the school. Staffing is the crucial factor in the provision of effective information services in schools, and a range of expertise is required to form a dynamic information services team. Teacher librarians, network managers, information technology coordinators, library technicians, computer technicians and clerical staff play an integral role in achieving the learning outcomes that are the goal of schools' learning programs.

The numbers and mix of types of staff will depend on the extent of resource-based inquiry learning and network infrastructure in the school curriculum, and the range of centralized services and support available. The following guidelines describe the roles of the various types of staff, provide recommended staffing levels and indicators of factors that affect staffing requirements.

- Both professional and support staff are needed for the effective functioning of the school information services centre and the achievement of the desired learning outcomes.
- The person responsible for managing the overall school information service requires skills in management, information science, and information and communication technology as well as an in-depth knowledge of the curriculum. This position is in line with a Director of Information Services when staffing and managed resources are significant and a whole-of-school focus is required.
- The person responsible for managing the school library resource facility should be a qualified teacher librarian.
- If a school is offering discrete courses in Computing or IT, these should be taught by an appropriately qualified teacher.
- A large school, or a school in the early stages of implementation of ICTs in the curriculum should designate a teacher or teacher librarian as Information Technology Coordinator.
- The person responsible for administering the school information technology infrastructure should be a qualified network manager.

Director of Information Services

Director of information Services is a management position with a whole-of-school focus. Schools with significant library and information services programs and resources need a well-qualified, experienced educational leader who can:

- Manage the overall school information service;
- Lead the information services team with its range of professional and support staff;

- Be a curriculum leader and provide specialist or consultant assistance to administrators and teachers;
- Develop strategic plans and prepare briefings for management on new initiatives;
- Take responsibility for extensive resource budgets, and major projects;
- Undertake ongoing evaluation and promotion of the services of the school's information services centre.

Teacher Librarian

A qualified teacher librarian can be defined as a person who holds recognised teaching qualifications and qualifications in librarianship, defined as eligibility for professional membership for the Australian Library and Information Association (ALIA).

These qualifications ensure that the teacher librarian is both an educator and an information manager with integrated understandings from both of the areas. As a result, knowledge of the curriculum, teaching strategies and learning styles are combined with knowledge of resource management, information services, personnel management and information access systems including information technology systems. This enables teacher librarians to undertake an active role in curriculum design, support and implementation.

Teacher librarians work in collaboration with teachers to achieve the outcomes described in each of the five interrelated domains that encompass the role of the school information service. They are responsible for integration of these functions into a responsive and dynamic resource and information service for the school community. Teacher librarians have three major roles as follows.

Teacher librarians as curriculum leaders:

- Work with Principals and senior staff to ensure information literacy outcomes are a major school focus;
- Are involved in curriculum planning and school curriculum committees;
- Raise staff awareness of the need for students to acquire information skills, and of the importance of resource-based learning in developing these skills;
- Promote the use of the information process as a framework for the development of information skills and as the basis for systematic monitoring of students' development as information users;
- Plan, teach and evaluate collaboratively with teachers to ensure the effective integration of information resources and technologies into student learning;
- Maintain literacy as a high priority, engaging students in reading, viewing and listening for understanding and enjoyment;
- Provide additional assistance to students with particular learning needs or abilities, and to students for whom social-justice considerations apply;

- Involve students in the operation of the information centre to contribute to their understanding of the role of educational information services in lifelong learning and reading.

Teacher Librarians as information specialists:

- Provide access to information resources through efficient and well-guided systems for organising, retrieving and circulating resources;
- Provide training and assistance to students and staff in the effective use of these systems;
- Interpret information systems and technologies for students and teachers in the context of curriculum programs;
- Provide specialist assistance to students using technology and information resources in and beyond the school, and for the independent research;
- Provide specialist assistance to students using the school information service facility for independent reading, viewing and listening.

Teacher librarians as information services managers:

- Develop and implement strategies for evaluating the resource collection and for determining curriculum and student needs within the context of identified school priorities;
- Develop policies, procedures and criteria for selecting resources that meet curriculum, informational and student recreational needs;
- Develop information systems and services responsive to student and teacher needs;
- Ensure that the day-to-day administration of the school information centre is efficient and that systems, resources and equipment are well maintained;
- Develop budget estimates to ensure that teaching and learning requirements are met;
- Provide a stimulating, helpful environment that is a focal point and showcase for students' learning achievements;
- Promote the effective use of resources and information sources, systems and services both within and beyond the school.

ICT Coordinator

ICT Coordinators are qualified, experienced teachers who hold a position of responsibility for a particular curriculum area or school activity, in this case Information and Communication Technology.

ICT Coordinators:

- Work with Principals and senior staff to ensure ICT literacy outcomes are a major school focus;
- Are involved in curriculum planning and school curriculum committees;
- Are involved in ICT planning within the school;
- Raise staff awareness of the need for students to acquire ICT skills;
- Promote the use of the information process as a framework for the development of ICT skills and as the basis for systematic monitoring of students' development as information users;
- Assist staff to integrate a wide range of ICTs within their teaching and classroom environment;
- Facilitate professional development and training of staff in the educational uses of a wide range of ICTs.

Network Manager

Network managers hold TAFE or university qualifications or are industry certified in network management.

Network managers:

- Are involved in technology planning and on school committees;
- Establish and control network access and security, including the back up of data;
- Select and supervise installation of network hardware and peripherals;
- Maintain all file servers on the network;
- Install and maintain software on the network;
- Monitor and maintain the network to meet traffic flow as required, including internet access across the network;
- Monitor systems in order to optimize performance, and to initiate recovery action after system failures;
- Manage other technical staff such as computer technicians;
- Prepare documentation and reports on the operation of the network;
- Upgrade the network as required.

Support Staff

Support staff provide the clerical and technical support needed for the information services centre to function effectively and efficiently. Although the title and range of duties for people carrying out these functions varies, they generally fall into three categories as follows:

Library Technicians

Qualified library technicians hold a diploma-level or equivalent qualification, conferring eligibility for library technician membership of the Australian Library and Information Association. Library technicians provide technical support by operating and maintaining library systems and assisting in the provision of reference and information services.

They also:

- Undertake cataloguing and classification procedures;
- Undertake ordering and accessioning procedures, and evaluate and select equipment, supplies and suppliers;
- Assist with provision of reference and research services;
- Assist in the collection, recording and preparation of information to support curriculum programs.

Computer Technicians

Computer technicians generally hold TAFE qualifications or are industry certified as computer technicians, and:

- Provide technical support for desktop and notebook computers;
- Install and maintain computers and associated peripheral equipment;
- Install and configure software on workstations;
- Maintain school web pages and intranet services;
- Undertake some network administration as required;
- Answer queries about workstation hardware and software problems.

Clerical assistant/library officer

Clerical assistants/library officers operate routine library procedures and provide the clerical support needed to maintain the efficient functioning of the information services centre; and:

- Assist members of the school community to access print, audio-visual and electronic services, materials and facilities;
- Receive and deal with initial information requests;
- Process and prepare resources and materials;
- Assist in maintenance of bibliographic records and user records;
- Assist in maintenance of facilities, including set-up of displays, shelving resources and operation of security procedures;
- Provide clerical support to the Information Services staff.

Staffing Levels

A number of factors determine the level of staffing required to provide learners with responsive library resource and information services. Tables 6 and 7 give the base allocations needed to provide the information services considered essential to the facilitation of resource-based learning and information access.

Table 6 provides minimum recommendations for staffing the library resource component of the information services team. It is based on surveys of Australian schools and is linked to the number of teaching staff (including administration). The distribution of library support staff time between different types of support staff should be determined by schools after consideration of school needs.

In the case of network and technical staff, the recommendations are linked to the scope of ICT resources in the school. The total number of hours for a computer technician is based on industry standards of 0.5 days per week per 50 computers.

When considering the time allocation for teacher librarians and ICT coordinators, schools should take into account the specialist nature of these roles in ensuring equitable working conditions relative to other teachers. The teaching component of the role, and the planning and evaluation related to this, assumes that specialist teachers receive pro rata equivalence of relief from face-to-face teaching as do other teachers. For the person in charge of the information services team, administrators should consider head of department positions in the school in determining this allocation.

In addition to teaching, these teachers require adequate time allocation (in the range of 20 to 35 per cent) for information services management tasks including:

- Collaboration with all teachers for program planning and resourcing;
- Resource selection, organization and promotion;
- Administration of information services facilities and budgets;
- Management of support staff.

Consideration should also be made in terms of issues such as:

- Opening hours of facilities and provision of adequate breaks for staff;
- The number and range of students specialist teachers interact with per day.

Factors affecting staffing levels

Computer technicians generally hold TAFE qualifications or are industry certified as computer technicians, and:

- The type and extent of use of the facility and services (for example, well-used facilities and programs that generate a high turnover of resources need more staff time).
- Student population:
 - Composition of students
 - Type and number of students with special needs.
- Facilities:
 - Newness of school and stage of school information service developments
 - Structure and size of information service facility (for example, single-, split- or multi-campus site)
 - Siting of information service facility (for example, distance from teaching areas)
- Curriculum program and resourcing factors (these factors are significant only if the level of service desired is greater than that advocated):
 - Extent of the information services team's collaboration and participation in planning, teaching and curriculum programs;
 - School emphasis on resource-based learning and information or ICT-intensive learning and teaching styles;
 - Extent of resource-intensive curriculum programs particularly in the post-compulsory years;
 - Access provided to electronic information sources (online service, CD-ROM databases and indexes);
 - Production of in-house curriculum resources, intranet development and electronic databases;
 - Information services provided to students and staff;
 - Age, currency, composition and turnover of curriculum resource collection;
 - Use of collections and services, maintenance of collection and hardware.
- Professional development provisions:
 - Extent of information and ICT literacy provided for staff (for example, basic skills in computer use require a different format than curriculum integration skills).
- Administrative factors:
 - Size of the budget (for example, a large budget generates work associated with ordering and processing of resources);
 - Extent of access to the facility (for example, community access, extended opening hours);
 - Extent of involvement of Information Services staff in school committees and other areas of school responsibility;
 - Quantity and expertise of support staff;
 - Extent of schemes such as textbook hire or class set management;
 - Extent of networking or shared resource arrangements with other schools and agencies.

- External support services:
 - Central cataloguing services (additional technical assistance is needed if these functions are carried out at school level);
 - Availability of system-level consultancy services;
 - Access to external technical support and expertise.
- Network infrastructure:
 - Size and condition of the school's network infrastructure;
 - Number of varying types of hardware and peripherals in use;
 - Number of different operating systems and applications in use;
 - Extent to which the school's information and communication technology infrastructure is centrally administered;
 - Provision of remote-access services.
- Innovation and change factors:
 - School wide intranet for information dissemination;
 - Knowledge management initiatives;
 - New curriculum programs, whether system level or local;
 - Development of school web page;
 - Digital reference services;
 - Development of online content or curriculum delivery;
 - School archives or realia display responsibility

(Implementation of new initiatives will require additional staff or restructuring of existing staff depending on priorities and expertise. It is important that existing services are reconsidered in the light of new projects, to ensure adequate staffing.)

Table 6: Recommended minimum information services centre staffing

(A Select Survey of School Library Resource Centres in Australia September 1992, ACUS, ALIA, ASLA, Canberra)

Total teaching staff (including admin)	Teacher Librarians (full-time equivalent)	Support Staff (hours per week)
3	0.2	7
5	0.3	10
7	0.4	13
9	0.5	16
10	0.6	19
12	0.7	21
14	0.8	25
15	0.9	29
17	1.0	33
23	1.2	38
29	1.4	46
36	1.6	52
43	1.8	59
50	2.0	67
57	2.2	76

64	2.4	84
72	2.6	92
79	2.8	101
86	3.0	109
94	3.2	117
102	3.3	126
110	3.6	134
118	3.8	143
125	4.0	151
133	4.2	159
140	4.4	168

Notes:

- 1 These figures are based on the following ratios of teaching staff to students (teaching staff = all qualified teaching staff including the educational administration and support teachers such as guidance officers and reading resource teachers):
 - Primary schools – **one** teacher per 18.7 students
 - Secondary schools – **one** teacher per 13 students

The allocation should cater for special needs as, in practice, the ratio varies for schools with special circumstances, mixed primary and secondary schools, and in schools where there are large numbers of senior-school students.

- 2 The figures do not include time spent by teacher librarians or network managers as timetabled classroom teachers in a subject area.
- 3 Where there are more than two teacher librarians in a secondary school or more than 1.2 full-time equivalent in a primary school, one should have head of department or coordinator status.
- 4 Where staffing levels are not met, reduced levels in services will result and curriculum options will be diminished.

Table 7: Recommended minimum technical staffing

Number of Desktops/Notebooks	Network Manager (full-time equivalent)	Technical support (full-time equivalent)
50	0.5	0.1
100	0.8	0.2
200	1.0	0.4
300	1.0	0.8
400	1.0	1.0

Notes:

1. A network manager administers a whole school network and ensures electronic resource provision and access for all users.
2. Technical support is provided by a computer technician, either on-site or off-site. This is an indication of the amount of time required.
3. There are minimum standards to support the level of information service advocated. Reduced levels of technical support will result in diminishing access to the information technology within the school and therefore affect staff and students' curriculum opportunities.

¹ State Library of Tasmania 2000, *Enhancing Student Outcomes with Improved Information Services and Provisioning*, discussion paper, Hobart, p. 10

² ASLA-Tasmania 2005, *DoE School Libraries in Crisis: Issues Compromising the Viability of School Libraries in Tasmania*, Hobart, p. 8

³ Hull, R. 2001, *Leading the Way: The Changing Role of the Teacher Librarian*, AEU Tasmanian Branch, Hobart, pp 5-6

⁴ Lonsdale, M. 2003, *Impact of School Libraries on Student Achievement: A Review of the Research*, Camberwell, Vic., ACER, p. 1

⁵ Patten, M. 1999, *Information Literacy and the Role of the Teacher Librarian*, Hobart, Library and Information Centre, p. 2

⁶ Lonsdale, M. 2003, *Impact of School Libraries on Student Achievement: A Review of the Research*, Camberwell, Vic., ACER, p. 1
