Statement on Teacher Librarians in Australia

Australian Library and Information Association (ALIA) and Australian School Library Association (ASLA)

Purpose
To describe and promote the role of teacher librarians.

ALIA objects addressed
- ❖ To ensure the high standard of personnel engaged in information provision and foster their professional interests and aspirations.
- ❖ To represent the interests of the members to governments, other organisations and the community.

ASLA objectives addressed
- ❖ Promote an understanding of the aims, needs and educational significance of school library resource services and teacher librarians.
- ❖ Maintain the awareness of Government bodies of the needs and educational significance of school library resource services and advise them on all matters concerning school library resource services and teacher librarianship.

Principle
Teacher librarians support and implement the vision of their school communities through advocating and building effective library and information services and programs.

Statement
The key roles of the teacher librarian are learning and teaching, management, leadership as well as collaboration and community engagement. The valuable role of the teacher librarian focuses on:

- ❖ Learning and teaching
  - o provide activities with a focus on literature and reading promotion, literacy, digital and information literacy, inquiry-based learning, information and communication technology (ICT) integration and resourcing the curriculum
- ❖ Management
  - o provide physical and intellectual access to information and ideas, including library facilities, material resources and pedagogical programs and services physical and digital
  - o responsible for the school's physical and digital learning space where reading, inquiry, research, thinking, imagination and creativity are central to learning and teaching
- ❖ Leadership and collaboration
  - o lead and provide services and programs developed collaboratively with the principal, curriculum leaders, teaching colleagues, members

of cultural, linguistic, indigenous and other unique groups in the school, including the professional development of staff

- o be future-focused with an appreciation of emerging trends in education, technology and librarianship

❖ Community engagement

- o encompass programming, collection development and outreach efforts that welcome diverse cultural, linguistic, indigenous and other unique groups into the school library
- o acknowledge the importance of families in the education of their children and the value of intergenerational transfer of knowledge
- o liaise with other library groups in the broader community

Related documents

International Federation of Library Associations, 2015. *IFLA School library guidelines*, 2nd ed, IFLA, The Hague.

Johnson, L., Adams Becker, S., Estrada, V., and Freeman, A. 2015, *NMC Horizon report: 2015 library edition*, The New Media Consortium, Austin, Texas.

Australian Library and Information Association, 2014, *ALIA AITSL Standards for teacher librarian practice*, Australian Library and Information Association, Canberra.

Australian School Library Association, 2014 *Evidence guide for teacher librarians in the highly accomplished career stage*, Australian School Library Association, Canberra, ACT.

Australian School Library Association, 2014, *Evidence guide for teacher librarians in the proficient stage*, Australian School Library Association, Canberra, ACT.

Statement on library and information services in schools

Statement on teacher librarian qualifications

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