



Inquiry into school libraries and teacher librarians in Australian schools

This submission has been prepared by Australian School Library Association – Tasmania (ASLA Tas) a member association of the Australian School Library Association, a national authority in the field of teacher librarianship. "A qualified teacher librarian is 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)" (*Learning for the future*, 2001, p. 60).

The following submission focuses on the current situation in the Department of Education, Tasmania (DoE) school libraries in secondary, district high and primary schools with student enrolments from Kindergarten to Grade 10. There are also concerns in other areas; however, as Tasmania's Senior Secondary Colleges are in a state of transition into a new structure it is difficult to assess and accurately report on the current situation. It has been reported to ASLA Tasmania that the positions of teacher librarians within these institutions are being challenged. Large Independent school libraries are more likely to be well-staffed with information managers, teacher librarians and library technicians. Smaller Independent school libraries and many in the Catholic Education sector are facing similar issues to those of government school libraries that are reported on in this submission.

Summary

- The majority of BER funded school libraries in Tasmania will be understaffed with many operating without a teacher librarian.
- Of the 57 Department of Education schools receiving library funding, just 7 of these have teacher librarians to make effective educational use of the new and refurbished facilities.
- The number of qualified teacher librarians in Tasmania is reducing rapidly with no recruitment program to replace those retiring or moving into other areas of the teacher profession. Currently just 29 teacher librarians are employed in DoE Kindergarten to Year 10 schools.
- DoE school libraries are dependent on the State Library of Tasmania for their automation with 177 of the 215 schools a part of this network.
- The DoE does not provide any state-wide leadership, professional learning or support to teacher librarians and has ceased several critical services that provided schools with access to professional reading and media items.
- The potential of school library resources to positively contribute to educational outcomes rests on the quality, relevance, currency and diversity of the materials and their access.
- There is insufficient paraprofessional support in school libraries to allow teacher librarians to conduct their core business of curriculum resourcing and delivery.

- Teacher librarians support literacy outcomes through specialist literacy expertise.
- Teacher librarians play a critical role in the teaching of information literacy.
- Teacher librarians educate students in safe and ethical online practices.
- Professional learning is required for the effective use of new digital technologies to improve student outcomes.

Recommendations:

- Allocate teacher librarians to schools on a staffing per capita basis meeting benchmark levels identified in *Learning for the Future*, (2001, p. 68).
- Remove teacher librarians from the teaching staff quota.
- Establish a support structure to provide school libraries with leadership, professional learning and management advice.
- Provide per capita resource funding to ensure ongoing currency of collections is maintained.
- Assign teacher librarians with sufficient administrative time to fulfil library management responsibilities.
- Offer incentives for current teachers interested in becoming teacher librarians to complete a postgraduate course to gain librarianship qualifications. The NSW Department of Education and Training Teacher Librarian Retraining Program (<https://www.det.nsw.edu.au/employment/teachnsw/retrain/teacherlibrarian.htm>) offers an effective model for consideration.
- Governments commit to employing newly qualified teacher librarians in school libraries during or upon course completion.
- Offer scholarships to teachers enrolled in a teacher librarianship course.
- Empower school principals to request a teacher librarian, or a teacher undertaking teacher librarianship study, to fill a school library vacancy and not be forced to accept an unplaced teacher without teacher librarianship qualifications.
- Offer financial remuneration to teachers who undertake postgraduate studies.
- Provide sufficient funding to develop support services and implement a professional learning program for all library staff.
- The Commonwealth broker consortium deals for digital resources and their management and delivery, e.g. Electronic Resources Australia (ERA), Clickview.

Australian School Library Association and Australian Library and Information Association, 2001, *Learning for the future: developing information services in schools*, 2nd ed., Curriculum Corporation, Carlton South, Vic.

Terms of Reference

To inquire into and report on the role, adequacy and resourcing of school libraries and teacher librarians in Australia's public and private schools. Specifically, the committee should focus on:

Reference point 1: the impact of recent policies and investments on school libraries and their activities

Commonwealth investment into Tasmanian school libraries from Building the Education Revolution (BER) funding is considerable. Department of Education, Tasmania (DoE) schools are benefiting to the tune of 34 million dollars in new libraries with a further 36.5 million allocated to projects that include the refurbishment, extension or establishment of library facilities. Non-government schools have received 14.5 million dollars for new libraries and a further 16.4 million dollars where library developments are included in individual schools' funding allocations. This investment of over 48.5 million dollars towards new school library infrastructure and 53 million dollars on projects that include library projects across Tasmania's educational institutions provides huge potential to improve school library services to school communities. Of the 57 DoE schools receiving library funding, just 7 of these have teacher librarians to make effective educational use of the new and refurbished facilities.

BER funding into school libraries acknowledges the "need for a focal point for information services in any [school] community. This hub provides the major location for accessing and using core information services, mediated by information professionals" (*Learning for the Future*, p. 40). Teacher librarians are specialist trained information professionals with expertise as curriculum leaders, information specialists and information managers (*Learning for the future*, 2001, p. 60). Commonwealth funding in infrastructure is not reciprocated at the state level in regard to staffing of school libraries. Tasmania has a long history of education policy that has led to decreasing numbers of teacher librarians in schools. The removal of primary teacher librarians from allocated staffing during the 1980s was followed in the early 1990s in the secondary sector. School staffing allocations are based on student numbers and teacher librarians are included in the teaching allocation. Employing a teacher librarian, or teacher in charge of the library, reduces the number of teachers available to undertake teaching responsibilities within the school. Teacher librarians need to become part of a school teaching staff on a per capita basis, the number of students determining the time allocation of a teacher librarian in a school, as is the case with laboratory technicians. This was the situation for all specialist teachers prior to the cuts resulting from the Cresap (1990) report that investigated the administrative structures of the Tasmanian Education and the Arts department.

Collating statistics on the number and dispersal of teacher librarians across Tasmanian DoE schools is not readily available because there is no definition of, or recognition of training, for teacher librarians in the Department's Teaching Award. Unlike the Independent and Catholic

Teaching Awards where the teacher librarian employee is clearly defined within the award structures teacher librarians employed in the government sector are classified as teachers. Gathering DoE data requires interrogating a number of publicly available sources and combining these with collective knowledge from the profession and survey data collected by ASLA Tasmania and the Australian Education Union, Tasmania.

In 2006 ASLA Tasmania research found that there were 62 teacher librarians employed across 224 schools. In 2010 there are currently 29 teacher librarians in government schools; 21 in 32 high schools, 4 in 23 district high schools and 14 in 119 primary schools. This erosion aligns with the predictions made in the 2006 ASLA Tasmania report to the Minister for Education *DoE school libraries in crisis: issues compromising the viability of school libraries in Tasmania*. The report predicted that, based on the expected retirement of the current workforce, "In 10 years time, if no more are recruited, there will only be 15 teacher librarians in Tasmanian state school libraries" (p.8). In 2010 teacher librarian employment has eroded with numbers reduced by over 50% in just four years. There are currently teacher librarians in 13 of 31 high schools, 2 of 27 district high schools and 12 of 139 primary schools. It needs to be noted that the majority of teacher librarians are not employed full time in the library, but undertake teaching responsibilities in other curriculum areas and that some of these positions are filled by teacher librarians employed part time in two schools. Currently, TALIS supports 174 DoE primary, secondary and district schools. The people in charge of the libraries in these schools includes 29 teacher librarians, 19 teachers, 1 librarian, 72 library technicians, 45 teaching assistants and 12 others drawn from the general pool of other paid employees within schools. Many of these have part time positions, some with as little as 2 hours per week assigned to library responsibilities.

Historically the management of school libraries has increasingly fallen under the control the State Library of Tasmania (SLT). Since the introduction of automated library systems, DoE school libraries are now dependent on the SLT for their automation. TALIS operates in 177 of the 215 schools and colleges in Tasmania and all public libraries. This represents a huge investment by the DoE in infrastructure and is the only source of school library staff training provided by the DoE. A shared catalogue between all the school and public libraries in the state has huge advantages in regard to time saving efficiencies and allowing for easier sharing of resources. However, public and school libraries address different clientele with different needs and this is evident in the different types of catalogue records added to the database. SLT catalogue records do not meet the curriculum needs of schools for retrieving their resources. In the school system only teacher librarians or a supervised Library Technician have access rights to create or add to existing catalogue records. Other library staff may request SLT staff to add subject headings to an existing record. This requires them to have some knowledge of subject headings and the curriculum needs of the school to identify relevant terminology. Appendix 1 exemplifies the differences between cataloguing details that can occur, particularly with fiction records. As fiction texts are used heavily to not only support literacy acquisition but

also to enrich students understanding of curriculum topics, detailed subject entries are essential to maximise access to resources and support the curriculum. Compounding these cataloguing concerns, both the cataloguing and systems support sections of the SLT have experienced substantial cuts to staffing in recent times and this further erodes the support available to school library staff.

DoE policies in this decade have resulted in the demise of the Department of Education Library and Information Centre (DELIC), removing access to a rich collection of education resources. This has led to increased media purchases in schools. There is no longer any support for the selection of these resources. The capacity to acquire cheaper products through bulk buying has also been lost without the DELIC expertise and management of the Education Software Acquisition Program.

The closing of DELIC has also resulted in the loss of leadership, guidance and mentoring to school library staff which this unit had provided to school libraries and to school leaders. Recent policy (*The student at the centre*, 2008) required that all teachers be placed in schools. This has seen the loss of the last remaining non-school teacher librarian position, the Education Services Librarian, responsible for the management of curriculum content on the DoE's *eCentre for Teachers* and *Student Freeway* web portals to support schools' curriculum delivery. This person advised schools on relevant, safe and age appropriate websites and helped maintain the currency of these web portals.

Effective teacher librarians are based in the library and have sufficient flexibility in their timetables to manage the library, respond to individual and group needs, collaborate with teachers in curriculum design and delivery and to provide rich and various programs that engage, inspire and challenge students throughout the school day, including non-teaching times. Tasmanian primary schools generally require their teacher librarians to provide teachers with relief from face to face teaching through scheduled library lessons. Secondary schools assign their teacher librarians with teaching responsibilities in other disciplines outside the library.

The Commonwealth has invested over 100 million in new school library infrastructure and other projects involving library developments in this state. The State Government is yet to make a commitment to the provision of adequate professional staffing or funding for library resources to maximise the benefit of this investment.

Recommendations:

- Allocate teacher librarians to schools on a staffing per capita basis meeting benchmark levels identified in *Learning for the Future*, (2001, p. 68).
- Remove teacher librarians from the teaching staff quota
- Establish a support structure to provide school libraries with the leadership, professional learning and management advice.

ASLA Tasmania [2006], *DOE school libraries in crisis: Issues compromising the*

viability of school libraries in Tasmania. An unpublished report to the Minister for Education, Tasmania, 30p.

Cresap 1990, Cresap's final report: review of the Department of Education and the Arts, Tasmania: foundations for the future: a focus for the administration of Tasmanian education and the arts, Cresap Management Consultants, Sydney NSW.

Department of Education Tasmania, updated 7 March 2008, *The student at the centre: supporting Tasmanian schools*, viewed 13 April, 2010, <http://www.education.tas.gov.au/dept/strategies/centre>

Reference point 2: the future potential of school libraries and librarians to contribute to improved educational and community outcomes, especially literacy

A school library building on its own will not contribute to improved educational and community outcomes. How the library is resourced, how those resources are managed and made accessible and how teachers and students are supported in the use of the resources are the critical factors that need to be addressed if we are to see improved educational outcomes. The potential of school library resources to positively contribute to educational outcomes rests on the quality, relevance, currency and diversity of the materials and their accessibility to the school community.

To adequately address these factors a school library requires sufficient professional staffing with someone who has a teaching and library background, who understands the curriculum, is able to teach and who can collaborate with teachers to meet students' needs. As identified in Reference point 1 staffing of school libraries in Tasmanian state schools is a critical concern. Insufficient, or non-existent paraprofessional support in school libraries too frequently results in teacher librarians devoting their limited time to lower level maintenance tasks rather than focusing on teaching and learning endeavours that support literacy and information literacy development in students.

The loss of dedicated school library funding from both the Commonwealth and the State Government since the early 1980s removed per capita grants to school libraries. Each school now determines what funding, if any, will be provided to the school library for new resources and the repair and maintenance of the current stock. This leads to huge inequities between schools as to the level of resource provision. School Associations and supporting bodies such as Parents and Friends are increasingly asked to fund school libraries. For some Tasmanian schools this is all the funding they may get for new library materials. This lack of policy leads to inadequate and poorly maintained library collections.

Improved educational and community outcomes come from a well resourced, well staffed school library facility which is at the centre of the school co-ordinating and contributing to the literacy skill acquisition of students. Libraries can play an important role in developing a sense of

community within a school as a place to build social capital. Adequately staffed libraries in Tasmanian schools add value to their school communities through additional activities such as Readers' Cup, Children's Book Week, book and writer's clubs, author and illustrator visits, tournaments in different curriculum areas, recreational activities and leadership opportunities for students. Many school libraries do not have the staffing required to be able to offer extra curricula activities.

Literacy development requires access to a rich and diverse collection of print and digital materials that support curriculum and student needs and interests. Adequately funded and staffed school libraries offer a broad variety of text types that meet personal interests and needs to engage students to read not only for instructional purposes but also for enjoyment. The potential of school libraries to support literacy requires efficient and effective access to rich collections and good, ongoing and stimulating promotion that provides students with opportunities and encouragement to extend, enrich and challenge their literacy endeavours. Teacher librarians in Tasmanian schools promote new resources, work with teachers and students to select appropriate texts for students for recreational reading and to support their studies. They are positioned to respond in a timely fashion to acquire new resources identified by staff and students or to redirect them to similar materials held within the school library. Generally, teacher librarians remain in a school for sufficient time to develop meaningful relationships with students. They are then able to respond to students' requests and resource needs responsively as they are aware of students' literacy levels and interests. When working collaboratively with teachers they have knowledge of research topics and can put strategies in place to ensure equitable access to resources for all students, add to the collection if required, as well as target and make available digital resources to supplement the print collection.

Information literacy is becoming increasingly complex as access to digital texts continues to grow. Teacher librarians, especially when teaching collaboratively with teachers, provide expertise in this field. Their knowledge of effective research processes including the location, retrieval, evaluation, selection, interpretation, application, transformation and ethical use of information are critical in the 21st Century. Teacher librarians can teach students the necessary skills to deal with the overwhelming amount of information and disinformation that is now readily available. Teaching students about different search engines, advanced searching techniques, print and website evaluation, validation and critical reading of information are examples of the range of information literacy skills that students gain under the tutelage of a teacher librarian. Through collaboration and involvement in curriculum design and delivery, teacher librarians model information literacy practices to teachers and ensure consistent practices are established across disciplines and grade levels.

Working in an online environment requires a new skill set for students to acquire. Students need to be educated to work and function effectively and appropriately in an online environment. They need to learn to balance

face to face relationships and online relationships and to understand the different cues needed to operate safely. Cyber safety issues include teaching students to use the Internet, email and mobile phones safely and appropriately. Teacher librarians are well informed and offer leadership to teaching colleagues to address these matters as a critical aspect of digital literacy.

Recommendations:

- Provide per capita resource funding to ensure ongoing currency of collections is maintained.
- Assign teacher librarians sufficient administrative time to fulfil library management responsibilities.

Reference point 3: the factors influencing recruitment and development of school librarians

Since the abandonment in the mid 1980s of the DoE teacher studentship program where training as teacher librarians was offered, very few newly trained teacher librarians have entered the DoE workforce. Those that have gained qualifications from the 1990s have done so by undertaking distance education courses offered at universities in other states. Qualified teacher librarians from interstate or the private sector find it difficult to enter the DoE as there is a policy of filling staff vacancies with existing employees, regardless of their suitability or qualifications for the position.

Only in the last decade has the University of Tasmania introduced a Graduate Diploma of Information Management course that includes a stream for a teacher librarian qualification. The course is located in Hobart and requires on campus attendance. As such it is difficult to undertake in a part-time capacity and inaccessible for teachers outside the Hobart metropolitan area. Courses offered in other universities are delivered via distance education and are generally completed in a part time capacity. Undertaking study while working is a challenging commitment. Although study leave is available for DoE employees, the costs incurred for leave from the workplace for study purposes is incurred by the school. It is therefore a costly and often unrealistic exercise for individual schools to support teachers undertaking further study to attain teacher librarian qualifications.

As discussed in Reference point 1, the DoE staffing award does not include a teacher librarian. School-based staffing decisions lead to insecurity in the profession as teacher librarians are unsure from one year to the next if they will retain their positions in the library or be relocated to another teaching responsibility. This insecurity and the stress it has caused has led to many teacher librarians leaving the profession, either to return to the classroom or to take on other roles in the school including senior staff positions.

Since the introduction of four-year teacher training in the late 1970s the vast majority of Tasmanian teachers have four years training in the

teaching position. Teachers, and therefore teacher librarians, under the DoE award structure reach the maximum pay scale after 10 years of teaching service. A postgraduate degree will reduce the period by one year. As many teachers are already on the top rung of the scale, further study to gain a teacher librarianship qualification will have no financial reward for their efforts. In addition, there is no structure in place for promotion as a teacher librarian. This has resulted in some of the best and most experienced teacher librarians pursuing promotion elsewhere, either within the school system or beyond.

Recommendations:

- Offer incentives for current teachers interested in becoming teacher librarians to complete a postgraduate course to gain librarianship qualifications. The NSW Department of Education and Training Teacher Librarian Retraining Program (<https://www.det.nsw.edu.au/employment/teachnsw/retrain/teacherlibrarian.htm>) offers an effective model for consideration.
- Governments commit to employing newly qualified teacher librarians in school libraries during or upon course completion.
- Offer scholarships to teachers enrolled in a teacher librarianship course.
- Empower school principals to request a teacher librarian, or a teacher undertaking teacher librarianship study, to fill a school library vacancy and not be forced to accept an unplaced teacher without teacher librarianship qualifications.
- Offer financial remuneration to teachers who undertake postgraduate studies.
- Provide sufficient funding to develop support services and to implement of a professional learning program for all library staff.

Reference point 4: the role of different levels of government and local communities and other institutions in partnering with and supporting school librarians

Reference point 2 identifies the lack of direct funding from the State Government to fund school libraries. Library funding is allocated at the discretion of the principal within the budgeting framework operating within a school. Funds may come from the DoE school resource package that covers all the operational costs of the school. Some schools in Tasmania allocate funds from the school levies paid by parents. Teacher librarians in schools are able to provide budgets to guide schools in their funding allocations and to identify areas of critical need, ongoing licensing and subscription commitments and funds required to support a school's identified priorities. The whole-school perspective assists decision makers to ensure equitable resourcing across the curriculum and age levels of the school cohort.

School Associations provide ad hoc financial support but this can be dependent on personal requests and requests from principals. It is not the

role of these associations to provide for basic school library services. These requests should be for special one off acquisitions outside of the normal requirements of a library.

The State Library of Tasmania (SLT) provides a library management software system (TALIS) and associated training to support DoE school libraries. Only the smallest schools and those without a person employed by the school with dedicated time in the library are not included. TALIS provides a combined catalogue of resources available in these libraries, training in the use of the system and cataloguing assistance to those without ALIA accredited qualifications.

There is no culture of philanthropy in this state towards school libraries (State or Private). Very few if any receive unsolicited donations. Historically the private school libraries benefited from generous donations early in their development but that culture has long gone.

Across the state there are 7 schools which have community libraries providing library access for school and local community. These are located in rural and remote communities. Only one of these libraries employs a teacher librarian who works actively with the SLT staff member to promote the Community Library and its services to the school and wider community. Other schools may have local arrangements for their parents to use library resources. Low levels of staffing in most school libraries means that there can be no time allocation for developing links with community groups, other schools, and other institutions.

Recent State Library of Tasmania policy decisions have shifted emphasis towards catering for adult learners and moving away from children's services – ie Staffing cuts have meant there is no longer a dedicated children's librarian at the State Library.

Reference point 5: the impact and potential of digital technologies to enhance and support the roles of school libraries and librarians

Digital technologies are becoming cheaper, more readily available and continually evolving. They offer teachers and students exciting ways to engage in their learning. School libraries are most commonly the distribution point for digital hardware and provide the interface to online resources such as databases, digital streaming, and web-based information through a library portal. Digital technologies have significantly added to the resources that they can provide to schools. As such they have also impacted on the role and responsibilities of teacher librarians and other library staff.

Digital Education Revolution funding has enabled secondary schools to acquire new hardware that increases students' access to technology. There has not been enough attention given, both in time and in money, to the training needs of both school staff and students to be able to adequately and purposefully use this technology to improve student

outcomes. Previous centralised staffing to provide teachers with professional learning in digital technology for teaching and learning ceased in 2007. It is now dependent on the five Learning Services areas (regional districts across Tasmania) to allocate funds to employ a person to undertake this task, which varies across the state and is not available in all areas.

As digital technology is most often housed in and distributed from the library, it is beholden on all library staff to maintain the equipment, recharge batteries, remove files from cameras and to have a working knowledge of how to use it. Teacher librarians and other school library staff have been tasked with the management of these products without necessarily having appropriate policies, systems and skills to meet this need. Teacher librarians play a significant role in the selection of digital equipment suitable for use in classrooms. They develop policies for the acquisition, distribution, maintenance, currency and compatibility of equipment. Management of equipment requires new infrastructure to cope with the changes in the way this new equipment is maintained, stored and distributed. There is no system wide guidance in the selection, classroom use or management of these new technologies.

Many teacher librarians also undertake a role of ICT support, particularly as few schools can afford on site IT support for five days a week. There is often an expectation that teacher librarians have a knowledge or understanding of all things IT, though few have had any specific training in this area. Teacher librarians are frequently the most knowledgeable staff member to undertake the delivery of professional learning in the application of digital technologies and software with teachers and students.

The availability of free Web2.0 tools to enhance teaching and learning provides exciting and enriching opportunities for teachers to engage their students. As the DoE fails to provide equivalents within the secure department network, teachers are increasingly using tools freely available on the Internet. Teacher librarians are often in the forefront, exploring, experimenting, evaluating and modelling their use. Issues of cyber safety, security and ethical and safe behaviour fall within the domain of school library responsibility.

Teacher librarians have used online databases for many years, but with increasing costs and declining budgets, free online versions have been sought as alternatives often with poor results. Those with adequate budgets have been able to take advantage of the Electronic Resources Australia (ERA) service, which has reduced the costs substantially. But the products available are not necessarily suitable to schools, particularly for primary and lower secondary levels and licensing costs are often prohibitive to smaller schools. This is particularly notable in District High Schools where secondary students are less likely to have access to, or experience in using databases and seeking information from online sources such as journals.

21st C skills are needed by everyone to maximise the use of these new digital technologies to address the digital literacy agenda. Adequate education and training in their use for educational purposes relies heavily on in-school expertise. In this transitional time it is especially difficult as teaching staff tend to cling to the old tried and true teaching methods while slowly gaining confidence in the new. This leads to more pressure on school libraries to provide a continued service in the old and to also provide and encourage the integration of the new.

The DoE and Commonwealth have contributed to the networking of schools with increased and improved access to the Internet. An outcome of this is the expectation that schools have websites that are publicly available. DoE support for maintaining and hosting school websites has been withdrawn. Many teacher librarians have endeavoured to maintain a library web portal, which requires regular updating and is a time consuming endeavour added on to other duties. A departmental shift from school use of web publishing software to that of a Sharepoint environment has not been adequately supported with training. The new environment does not meet all needs, requires some level of expertise to customise for a student audience and time to manage and maintain.

Digital rights management is more than information management, and this has become another new area for teacher librarians to know and understand. The way that information is used in schools has changed, particularly with the move away from physical items such as CDs, DVDs to the digital environment. This has led to a new aspect of information delivery that enriches subject delivery and builds digital literacy skills in students. For schools, the distribution of digital media has created a new set of challenges in management and expenditure. This can be eased and streamlined through the use of software packages such that provide solutions for viewing, recording and managing digital media, e.g. Clickview. Management of these resources involves more time and new skills to maximise the cost of these products. Digital Rights Management is more complex than Copyright management was in the past. This requires greater involvement by the teacher librarian with the need for new policies, staff professional learning and the development of efficient methods of promoting digital resources and providing access to them.

Recommendations:

- The Commonwealth broker consortium deals for digital resources and their management and delivery, e.g. Electronic Resources Australia, Clickview.

Conclusion:

This submission identifies the necessary core business of Tasmanian teacher librarians to improve student outcomes through curriculum leadership and collaboration, as information specialists and information service managers. It demonstrates the current lack of qualified teacher librarian to staff Tasmanian schools and the inadequacy of funding to resource school libraries for 21st Century learners.

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Appendix 1. Comparison of a) State Library of Tasmania catalogue record for the picture book *Refugee*, by David Miller and b) a school record for the same book. The school record demonstrates how the addition of educationally relevant subject headings increases the accessibility of the title for teaching purposes.

a) State Library catalogue record

Title:	Refugees
Author:	Miller, David, 1943-
Publisher:	2003
Brief description:	A small green swamp just past the edge of town is home to two wild blue-billed ducks. One day huge machines pour out the swamp's precious water. This is the story of the ducks' misadventures in trying to find a new place to live, via the seaside, a fairground and a busy river. Ages 5-8.
Format:	Picture book
ISBN:	0734406339
Permalink:	Permalink to this item

b) School catalogue record

Refugees

Miller, David, 1943-

Library Holdings

Lilydale Community Library	Copy	Location
PIC MIL	1	Picture books (School item)

ISBN: 0734406339 : \$26.95

Author: [Miller, David, 1943-](#)

Title: [Refugees / David Miller.](#)

Publisher: South Melbourne : Lothian, 2003.

Description: 1 v. (unpaged) : col. ill. ; 29 cm.

Audience: For younger readers.

Notes: Children's Book Council of Australia Awards - Book of the Year : Picture Book of the Year ; short listed 2005.

Level: [Junior](#)

Fiction: [fiction](#)

Subjects: [Ducks--Habitat--Fiction.](#)

Subjects: [Refugees--Fiction.](#)

Subjects: [Responsibility--Fiction](#)

Subjects: [Social justice--Fiction.](#)

Subjects: [Values--Fiction.](#)

Subjects: [Homelessness--Fiction.](#)