



SUBMISSION

by

**AUSTRALIAN COUNCIL OF STATE SCHOOL ORGANISATIONS
(ACSSO)**

to

Inquiry into school libraries and teacher librarians in Australian schools

House Standing Committee on Education & Training

16 April 2010

“The library connects us with the insight and knowledge, painfully extracted from Nature, of the greatest minds that ever were, with the best teachers, drawn from the entire planet and from all our history, to instruct us without tiring, and to inspire us to make our own contribution to the collective knowledge of the human species.

“I think the health of our civilization, the depth of our awareness about the underpinnings of our culture and our concern for the future can all be tested by how well we support our libraries.” - *Carl Sagan: “Cosmos”*

“Without libraries, what have we? We have no past and no future.” – *Ray Bradbury*

“I have always imagined that Paradise will be a kind of library” *Jorge Luis Borges*

Submission
by
Australian Council of State School Organisations (ACSSO)
to
Inquiry into school libraries & teacher librarians in Australian schools

Contents:

• Who we are – and where we stand	Page 2
• ACSSO's formal policy on school libraries and librarians	Page 3
• Unanimous support from parents across the country	Page 4
• Research that confirms these values and benefits	Page 9
• Problems currently being faced by school libraries	Page 11
• Appendix: The view from abroad: United Kingdom	Page 12

1. Who we are – and where we stand

The Australian Council of State School Organisations (ACSSO) is the national peak body representing the needs, interests and priorities of the parents, families and school communities of the some 2.3 million young people who attend Australia's public schools.

Since the Rudd Labor Government was elected in late 2007 we have seen a welcome turnaround in education– and an accelerating focus on transformative change aimed at moving all the levers of education forward together.

The ultimate purpose of these many and various initiatives is to contribute to achieving Federal Education Minister Julia Gillard recently affirmed commitment to Australia's families: "We want to make sure that every student – in every community – can achieve their potential".

That is an aspiration which every parent, every family and every community will warmly applaud.

The learning and development of every young person must be designed to equip them to operate effectively in the increasing complexity of the knowledge-based economies of the modern world; and to successfully manage and navigate an every expanding array of data and information flows.

Every child's learning and development necessarily begins with a firm foundation in literacy and numeracy skills – and then must develop in ways that encourage their problem solving skills, research, reasoning and analytical skills and their wider creativity: and as an essential element in this we need to equip them as confident, effective self-directing learners.

Just as for the development of their healthy active lifestyles and physical fitness we seek the provision of a well-equipped gymnasium and sporting areas under the mentoring, guidance and facilitation of a skilled professional coach – so in their cognitive development and learning

we would necessarily and essentially a well equipped library and the skilled professional mentoring, guidance and facilitation of a trained Teacher-Librarian.

The Gymnasium of the mind!

The provision of a dedicated and well equipped and maintained school library is every bit as essential as each and every other specialised purpose-built facility in the school – like science labs and music rooms and language laboratories.

And the provision of the trained teacher-librarian as vitally important as the trained and skilled professionals from each of those other specialised disciplines of science, languages and music.

Every school and its community deserves and requires to have both such a well-equipped, appropriately maintained library facility with a comprehensive array of well-maintained and progressively updated information resources in both traditional printed and contemporary electronically-sourced formats.

Plus a dedicated trained professional teacher-librarian to maximise the potential for each and every student – and for each and every other teacher, as a vitally important support resource in enabling them to achieve their own particular subject-based outcomes.

The contemporary and increasingly relevant role, which involves the evolution of the traditional school librarian to a flexible professional who is not only deeply versed in the effective uses of both print and electronic resources – but also trained in pedagogy and classroom techniques, working across all curriculum areas and collaborating with teachers to help students become independent researchers.

In an education revolution that is both firmly grounded in literacy and numeracy skills but also developing these within a transformative environment of new and integrative approaches to curriculum and its associated pedagogy, new approaches and emphases on the attraction, training and ongoing professional development of teachers in all disciplines within the changing needs of the 21st century context of learning, the provision of a high quality library staffed by highly trained staff becomes an increasingly central element of achieving the Australian Government's stated objective: "...to make sure that every student – in every community – can achieve their potential".

2. ACSSO's formal policy on school libraries and librarians

The library is of central importance to students and teachers throughout the school.

School libraries should provide a range of materials, resources and services designed to support all areas of the curriculum and provide for the needs and interests of all students and teachers. These resources should:

- (a) reflect the diverse multicultural nature of Australian society;
- (b) avoid stereotyping based on age, gender, race, geographic location, socio-economic status, class and culture;
- (c) cater to the full range of abilities, skills and interests present and aimed at in the school;
- (d) support competency in language and communication including accessing and using information, and the skills of speaking, listening, reading and writing.

ACSSO endorses the development and regular revision of a statement of minimum standards and objectives for library resource facilities and services in government schools, supported by the Australian School Library Association and Australian Library and Information Association in *Learning for the future: developing information services in Australian schools* (Melbourne, Curriculum Corporation 1993)...

The provision of staff, space, equipment and library materials should be at levels not less than that those proposed in the above publication.

The staffing of all school libraries must include a qualified teacher librarian. Where this is not possible on a full time basis there should be regular and significant access to a qualified teacher librarian.

ACSSO supports the provision of library services to the community through the use of school libraries, taking account of the need to preserve the quality of service to students to the school and to ensure unrestricted access to the library and its materials to those students.

ACSSO favours local, regional, state/territory and national cooperative systems or arrangements that release professional library staff from routine tasks and enable them to engage more fully in direct services to students and teachers.

School libraries should provide appropriate resource materials to facilitate both the professional development of teachers at the school and the education of parents in their role, and that school libraries to those ends utilise all available resources, including inter-library loan facilities, computerised information resources and automated library management systems.

Where a joint school and community library exists priority should be given to the quality of service to students and staff of the school and to ensuring unrestricted access to the library and its materials to those students and staff.

3. Unanimous support from parents and school parent groups around the country

In preparing for this submission, we have widely sought the views of parents across our membership networks in all parts of the country.

The responses have been overwhelming in numbers and overwhelmingly and consistently strong in their support for the positions we have outlined above.

The following comments, taken from a sample of the input we have received from parents in school communities right across Australia, illustrate that support:

- School libraries are more than a book warehouse and are a vital organ of the school community.
- Libraries need support to encourage a culture of reading and literacy in schools.
- Potential for after school programmes funded by the federal government similar to Active After-school Communities where after school sporting activities were provided in schools to encourage healthy living. The same could be achieved with after school activities provided by school libraries to foster literacy skills.
- Potential for local school libraries in smaller schools or schools located in “clusters” to share resources and specialist librarians.
- Digital technologies should be encouraged in school libraries to create a multimedia learning hub but this should not be at the expense of traditional books in the library.
- To have a teacher aide alone in a library would defeat its purpose. They have a role to play but it is the librarian that plays such a vital role in teaching students not only a love and need for books but also the need for research, setting the groundwork for them to develop throughout their education.
- A major factor influencing the training and retention of teacher librarians seems to be location. In Queensland this often comes down to on which side of the Great Divide they live or will be employed.

- We would be very sorry to see libraries devalued or incorporated with local government libraries - they need to be accessible i.e. on site.
- The presence in the area of a local government library should never be seen as a reason not to establish a well-equipped school library in each local school – their scope, coverage, purpose and intended user base are essentially different even if to some extent complementary
- Librarians need to be in charge so that a cohesive and developmental program can be run that achieves educational outcomes for children.
- school libraries should not be the ‘dumping ground’ for poor performing staff, those unable to cope with classrooms, returning from sick leave etc
- it should not be a NIT subject i.e. to provide release time for teachers. The teacher librarian and the teachers should be working together in the library with the students
- teacher librarians should be both qualified teachers and have a library qualification
- at least one university in each state/territory should be required to provide pre service training for teacher librarians - either as an add on to a BEd (or other degree) or as a standalone qualification - such training should be delivered by appropriately qualified lecturers and should be much broader than a focus just on computer and/or information skills
- there should be a government supported formal professional development program provided to teacher librarians in all areas - not just capital cities - to keep them up to date with current pedagogy, developments in best practice, and provide opportunities for networking [while state professional associations do provide pd there is no mandatory requirement for attendance]
- teacher librarians have a key role in working with and advising classroom teachers on resource based learning, pedagogies and curricula to foster literate, information literate, independent and questioning learners
- a high investment in IT in Australia has tended to usurp the time of teacher librarians for network management, rather than working with classroom teachers. Too often lack of funds has inhibited investment in updating and broadening book and other print collections in secondary school libraries, providing no encouragement for students to read more and read more widely
- state/territory education departments should be able to readily supply the numbers of qualified teacher librarians they employ and what their total investment in school libraries is - there appear to be no such figures available
- federal govt support should continue to be given to SCIS - the agency which does the cataloguing of materials for school libraries (and is an arm of Education Services Australia)
- in 2002 US\$250 million was voted by the US Congress as dedicated funding for school libraries following a mounting body of research showing a compelling link between student achievement and well-resourced and staffed school libraries
- no notice appears to have been taken of the ACER report on the impact of school libraries on student learning <http://www.asla.org.au/research/Australia-review.htm> *[one can only hope that the findings of this enquiry, as with so many others in the school education area, is not dismissed in the same way]*
- there should be better cooperation between school and public libraries - while there are some very good examples of cooperation unfortunately in too many cases it is nothing more, if the students are lucky, than a visit each year to the public library. The most formal example of cooperation is in joint-use school based public libraries usually managed by teacher librarians, and usually in smaller country towns of up to 3,000 population. The highest number of these school community libraries,

which are beneficial for both the schools and general communities, is in South Australia which has from 1977 developed about 50 of them. Their establishment is increasing in other states as interest is shown by state/territory education departments in partnerships between schools and other community agencies. **However** unless they are set up carefully, with a proper agreement, clear lines of responsibility for staff and for funding, and lead by qualified library staff, most likely in the case of small joint use libraries, by teacher librarian, then they may well fail.

- **The future potential of school libraries and librarians to contribute to improved educational and community outcomes, especially literacy:-**
 - Teacher librarians have undertaken professional study and in a world that is information rich - information specialist who can teach students information skills.
 - Teach how to critically evaluate information in a society suffering information overload.
 - School libraries make information affordable, available and accessible to all.
 - Teacher librarians teach information literacy skills that students require for life success. Students must be able to access, use & evaluate information competently and teacher librarians are professionals in this area. “Overwhelming evidence affirms that school libraries staffed by certified specialists do make a measurable difference on school achievement”(Scholastic Research Results, *School libraries work*, 3rd edition, USA, 2008).
 - Teacher librarians working collaboratively with teachers have a great impact on learning especially in the areas of collection development and resourcing.
- **Factors influencing recruitment and development of school librarians.**
 - To influence recruitment teacher librarian positions need to be above establishment in staffing formula. Prior to 1986 this was the case in the NT and all secondary schools and most primary schools enjoyed the benefit of a qualified teacher librarian. Teachers committed to the required study in their own time and at their own expense. This commitment was that of a dedicated information specialist providing educationally valued programs that enhanced students learning and outcomes.
 - Economic cutbacks to education over the past few years have led Principals to the conclusion that they cannot to allocate a qualified teacher librarian from their allotted funding. This has resulted in teachers non commitment to further study to become a qualified teacher librarian when there is no opportunity to practice within the school system. Those that sought formal qualifications in the 1980’s are now considering retirement with very few professionals to replace them.
 - Need to value and promote teacher librarians as vibrant, important aspect of school community.
 - Adequate funding and professional development to train teacher/librarians.
 - Teacher librarians are seen by the school as a worthy asset as opposed to a liability or a drain to other classroom teaching staff.

- **The impact and potential of digital technologies to enhance and support the roles of school libraries and librarians.**
 - School libraries are much more than books in today's society. They are a learning hub providing access to a comprehensive range of print & electronic resources supporting student and staff achievements.
 - School libraries and teacher librarians teach skills & strategies students and staff need to be effective users of today's digital technologies.
 - Digital technology provides for flexibility in delivery of student outcomes and is supported by school libraries and teacher librarians providing access to technology and skills in use of new technology.
 - Technology excites students and this can be harvested to enhance student learning but requires guidance and the allocation of planning time to construct appropriate programs.
- In our school the biggest issue we have is that the librarian position is counted as a teacher in our staffing formula. This means that they are expected to teach a full load and run a library that is available to everyone all day. This is impossible.
- The other issue is funding as I am sure it is at most schools.

The impact of recent policies and investments on school libraries and their activities

There has always been an understanding that the development of literacy and numeracy skills is vital to students and offers the best opportunity for these students to succeed. In line with this has been the focus on improving school literacy and numeracy at a national level.

National initiatives including the National Partnership/ low SES funding and the Digital Educational Revolution are intended to support school programs to increase the level of literacy and numeracy in Australian students.

Increasing the literacy skills of students on a national level means that there is a need to not only teach students the basic concepts required but also to encourage them to appreciate the written word. Some educational areas are encouraging this through reading programs in schools or, as in NSW western region for example, the provision of free reading books to each student to take home.

Complementing this is the school library services making available age appropriate and interesting reading material that can be borrowed. It remains important that books continue to be available to students and that they are current, topical and of high interest.

In addition, libraries are now also the receptacles of digital technology which is available during lesson time but also during recess and lunch periods for use by students. The role of the school library is changing in line with societal development.

The future potentials of school libraries and librarians to contribute to improved educational and community outcomes, especially literacy.

School libraries have always offered the opportunity to engage students in the world of literacy. They provide a range of books including novels which may not be accessible to the student in any other manner. The nature of the library is such that they are provided with a funding allocation which allows them to continually update their books at a certain level ensuring up to date material including current novels.

Schools participate in reading programs within their state such as the Premiers reading challenge and the MS readathon and the novels are often available through the school library.

School libraries are viewed by teaching staff as additional learning centres for the students in their classes as they perceive the value of the resources available in the library. Of value, also, are the skills of the librarian in teaching students how to access the various information sources, written and electronic. And with the increased use of digital technology, the opportunity exists for libraries to move into this field and continue to play a major role in student learning.

The factors influencing recruitment and development of school librarians

Unlike other staff within schools, there is usually only one librarian. The opportunity for staff to train in this field is open but the chances of employment are more restrictive. There is usually less turn over of librarians in schools with some counting in decades the period they are in a school.

In recent times, the level of expertise that librarians need to develop in the technology area is impacting on them. As computers become so important in the school, they are also finding a place in the library. In some cases, the computer in the library may be the only access a student has to a computer or it may be the way in which a student is able to print out assignment work or other information. School libraries now provide space for computers, scanners, printers and associated equipment and this is sometimes taking up space which has previously been allocated to book shelves and books.

But in providing technology, the role of the librarian also needs to change as their skill level must now be in the area of computers and associated technology.

The role of different levels of government and local communities and other institutions in partnering with and supporting school librarians

The level of support offered to the school libraries will be influenced by the availability of other library services within the community. Where the community has another similar service available to the general population, the level of support to the school library may be lower.

However, there remains a link between organisations and departments at differing levels as

The impact and potential of digital technologies to enhance and support the role of school libraries and librarians

As noted, the digital age has impacted upon school libraries for a number of years. There is often an emphasis upon providing computers in the library to allow students to have access to the internet and to facilities to write up and print off assessment/ assignment tasks. In line with this is the need for the librarian to develop skills to ensure they are able to provide support to students to access and use the technologies.

The availability of the internet and, in recent times, the broadband link, offers librarians the opportunity to teach students the use of this technology in the learning environment and not just as a gaming and/ or social networking tool.

Librarians are now able to access material from across the state, nation and internationally. They have access to library resources from other educational institutions and are able to educate students on the value of this type of access.

The availability of digital technology in the library engages students as this is an environment with which they are extremely familiar and comfortable.

4. The research which demonstrates and confirms these value and benefits

One of the comments above referred to the 2003 research conducted by the Australian Council for Educational Research (ACER). The executive summary of that Report made these points:

“The review focuses on studies conducted since 1990, which show that school libraries can have a positive impact on student achievement-whether such achievement is measured in terms of reading scores, literacy or learning more generally-in the following key ways:

- 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;
- a strong computer network connecting the library's resources to the classroom and laboratories has an impact on student achievement;
- the quality of the collection has an impact on student learning;
- test scores are higher when there is higher usage of the school library;
- 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;
- 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;
- integrating information literacy into the curriculum can improve students' mastery of both content and information seeking skills; and that
- libraries can make a positive difference to students' self-esteem, confidence, independence and sense of responsibility in regard to their own learning. “

The full Report can be accessed at: <http://www.asla.org.au/research/Australia-review.htm>

Such studies from around the world strongly reinforce and amplify those findings:

“Studies such as “[Student Learning Through Ohio School Libraries](#)” , show “that an effective school library, lead by a credentialed school librarian who has a clearly defined role in information-centered pedagogy, plays a critical role in facilitating student learning for building knowledge” (Dr. Ross Todd, 2003).

“Indeed, a [California study](#) has shown the difference having a school librarian can make to students attending college. And this [New York schools study](#) demonstrated that students attending schools with certified school librarians scored almost 10 points higher in their English Language Arts test.

“Scores of studies have demonstrated that “More reading is done where there is a school library and a qualified teacher-librarian” (Haycock, [The Crisis in Canada's School Libraries: The Case for Reform and Reinvestment](#) ,2003). Haycock goes on to cite the research linking quality school libraries and qualified teacher librarians with improved student learning and increased cultural identity for Canadians. He provides an outline for best practice in supporting collaboration, flexibly scheduling library use, clarifying and promoting the role of the teacher librarian, educating teacher librarians, with subsequent recommendations for provincial ministries of education.

“One response has been “[Connections: Policy and Guidelines for School Libraries in Saskatchewan](#)” (2008) which “describes the contributions of school libraries to student learning and presents a renewed vision for school libraries in the province. It is based on research and is intended to provide assistance to school divisions and school staff in planning for effective school libraries that will meet the needs of students and teachers into the future.”

"The 2006 study, School libraries & student achievement in Ontario, shows a link between school libraries and students' reading achievement. In this unique study, commissioned by the Ontario Library Association, researchers from Queen's University's Faculty of Education collaborated with People for Education to examine data from Ontario's EQAO testing body, and data from People for Education's annual school survey. Among their findings

- Grade 3 and 6 students in schools with teacher-librarians are more likely to report that they enjoy reading.
- Schools with trained library staff are more likely to have a higher proportion of grade 6 students who attained level 3* or higher on reading tests.
- Schools without trained library staff tend to have lower achievement on the grades 3 and 6 reading tests (both in terms of average achievement and attaining level 3 or higher) (page 5)

'Recent research by Lyn Hay, 'Student learning through Australian school libraries' [Part 1](#) and [Part 2](#), confirms that "the school library plays a critical role in supporting student learning." As Lyn has stated, "Students and their learning has become the core business of school library programs. Information literacy – understanding how to access, use, create information effectively – is at the core of lifelong learning" (CSU ETL401 resource PPT on the TL Role).

The US research foundation paper which brings together the results of 20 empirical state and provincial studies and position papers, [School Libraries Work!](#), updated in 2008, affirms that school libraries, staffed by qualified teacher librarians, do make a measurable difference on student achievement.

The most significant role of teacher librarians in this information age is as teachers. They teach students to become effective users of ideas and information, to critically think, evaluate, synthesize and create meaning, to construct their own knowledge and understanding.

"Effective school libraries are much more than books. They are learning hubs, each with a full range of print and electronic resources that support student achievement....School libraries have the most significant impact on learning outcomes when they are supervised by a library media specialist, who works collaboratively with teachers, to help all students develop a love of reading, become skilled users of ideas and information and explore the world of print and electronic media resources." ([School Libraries Work!](#), page 6)"

- Source for the above information:
<http://hubinfo.wordpress.com/background/research/>]
- There is also a survey of international research available on the website of the International Association of School Librarianship at: <http://www.iasl-online.org/advocacy/make-a-difference.html>

5. Problems currently being faced by school libraries

The results of a recent survey indicate a range of problems which currently affect the provision and effective operation of school libraries in Australia:

The results of the jointly sponsored Australian School Library Survey Project undertaken in 2007 are beginning to be available. Of Australia's 9612 schools, 692 participated in this online survey. While this does not represent a large proportion, it does provide much needed data on the state of Australia's school libraries.

A joint media release by the sponsors states, "The studies reveal that 50% of Australian school libraries surveyed are trying to do their job on an annual materials budget of under \$10,000 per year, while teacher librarians are under pressure to spend more and more time outside the school library." In fact, 50% of government schools have budgets of under \$5000, while 3/4s of Anglican school libraries have budgets over \$20,000 (10% over \$100,000!).

In regard to staffing, 35% of Australian school libraries responding to the survey have no or limited professional staffing. (Many more without staff would not have even responded.) This included 20% of schools with no professional staff at all. In the Northern Territory, 95% of schools, most of them remote, have no teacher librarian. Tasmania, WA and Victoria had the lowest number of TLs employed although one third of Anglican schools have 2 or more teacher librarians.

In fact, Anglican and Christian schools have more full time professional staff in their libraries with TLs receiving higher salaries than TLs in other school types.

The picture is bleak for government schools. The decline in staffing and funding shown in the 2003 research review on school libraries by Michele Lonsdale has continued.

Read entire article: <http://hubinfo.wordpress.com/background/few-statistics/>

Appendix: The view from abroad – the United Kingdom

- **Every primary pupil deserves a school library**

UK Schools Library Association, Media Release, 15 February 2010

Investment in school libraries must start early, argues the School Library Association (SLA) with the launch of its new Primary School Library Charter. The charter will help primary head-teachers and governors set up and run a school library or increase the contribution that their current library makes to the school's effectiveness and the pupils' wellbeing and learning.

Despite the lack of national statistics on primary school library provision, the SLA has anecdotal evidence that primary school libraries, where they exist, suffer from lack of appropriately trained staff, dedicated space and investment. This reflects concerns expressed by Booktrust after its research on school libraries in 2007.

Children's author and former primary teacher Alan Gibbons recently collected more than 5,700 signatures to a Campaign for the Book petition to make school libraries statutory.

Sir Tim Brighouse, associate professor at the Institute of Education, University of London and former Schools Commissioner for London, welcomed the charter, saying: "The school library is one of the key indicators of whether a school environment is as best fitted as it can be for learning. If the library is a desert, you start to worry."

"A good primary school library is visually and aurally delightful with a lot of attention paid to display and image and new technology working alongside old. It is a centre for the school's development of language and an essential part of our commitment to each new generation."

Read entire release: <http://www.sla.org.uk/primary-charter.php>

Download the UK Primary School Library Charter from www.sla.org.uk/primary-charter.php

- **Why every primary pupil needs a library**

Children who read do better in school - yet, amazingly, many primaries have closed their libraries and replaced them with ICT suites

Geraldine Brennan, the Independent, 18 February 2010

Many primary school pupils don't have the use of a library in Britain, which is why the School Library Association is on the warpath. It has just published the Primary School Library Charter to show head-teachers and governors how they can afford a proper school library – an attractive space set aside for books with a designated member of staff in charge – and why they should have one.

The association wants to create a climate of reading; they want children to be taught how to sift information and to use their judgement about it, and they want libraries to have links with families.

Tim Brighouse, associate professor at the Institute of Education, University of London, always checks out the library when he visits a school. "A primary school library should be exciting and welcoming, a place for children to delight in stories and a sign that the school is making its environment fit for learning," he says.

School libraries are not compulsory and there are no official figures on the number of primary schools that have libraries compared with secondaries, but the association has anecdotal evidence of libraries closing, dwindling budgets for resources and staff who are not connected with the school's teaching team.

Read entire article: <http://www.independent.co.uk/news/education/schools/book-smart-why-every-primary-pupil-needs-a-library-1902376.html>

- **Australian innovation could open new chapter for UK school librarians**

Helen Ward, Times Educational Supplement, 26 March 2010

An overhaul of the school librarian's role that would see them become part of the teaching process is under consideration. The idea of "teacher librarians" - which comes from Australia - is being examined as part of a review by the School Library Commission.

The role, which involves librarians also being trained in pedagogy and classroom techniques, entails them working across all curriculum areas and collaborating with teachers to help students become independent researchers. Making librarians' role in children's learning more explicit could be one way of improving their status among unconvinced head-teachers, campaigners have argued.

Alan Gibbons, children's author and organiser of the Campaign for the Book, has called for school libraries to be made statutory.

"The outcome of a school library should be about raising standards, pupils' well-being, literature and learning in general; the fact that the library is not just an adjunct to the English department," he said.

Sue Shaper, of Broxbourne School, Herts, is a chartered librarian with a masters degree in education. She is researching the state of school libraries for the Chartered Institute of Library and Information Professions. "I think there is ignorance as to what a librarian's role can be; the basic thing is that a room of books without a librarian is just a room of books."

Read entire article: <http://www.tes.co.uk/article.aspx?storycode=6039828>