

SUBMISSION FOR THE INQUIRY INTO SCHOOL LIBRARIES AND TEACHER
LIBRARIANS IN AUSTRALIAN SCHOOLS

Using Stuartholme School as an exemplar of a school library that is facilitating effective teaching and learning and contributing to the development of students' lifelong learning skills

FROM
MRS LIZ SKINNER,
LIBRARY AND INFORMATION SERVICES DIRECTOR,
STUARTHOLME SCHOOL

I welcome the opportunity to contribute to the Department's *Inquiry into School Libraries and Teacher Librarians*.

Many professional organisations such as ALIA, ASLA, WASLA, SLAQ and the Hub have produced comprehensive submissions providing clear evidence that the school library and the teacher librarian play a crucial role in facilitating teaching and enhancing student learning. These submissions highlight that the key factors influencing the ability of the school library and the teacher librarian to help students become independent lifelong learners are:

1. A well-resourced library facility which includes a full range of print, audiovisual and electronic resources that are informed by the curriculum and which provide equal learning opportunities for all students;
2. Being staffed by qualified professionals who collaborate with teachers to build quality learning experiences which are authentic, meaningful and relevant;
3. Programs that engage students in the research or inquiry process and which explicitly teach information literacy so that students become information savvy; and
4. Programs that promote literacy and a love of reading; as reading fluently is a critical skill for independence as well as enriching life by providing a pleasurable form of relaxation.

The National and State Library Organisations speak as one voice in advocating the vital and integral role school libraries and teacher librarians play in improving student learning. I fully support their conclusions.

It is my belief that all Australian students should have access to a well-resourced school library staffed by qualified teacher librarians running programs which promote literacy and teach information literacy skills. In this way, equal learning opportunities can be provided for all students regardless of the school system, school size or location.

Rather than simply repeating the peak bodies' well researched submissions, the best contribution I can make to this inquiry is to draw on my experiences as the Library and Information Services Director of an information-rich, technology-rich library to provide a realistic example of a school library that *is* facilitating effective teaching and learning, and *is* equipping students with the skills they need to become life-long learners.

In common with other innovative Religious Institute and private school libraries, the Stuartholme School Library is a well-resourced library with dynamic and innovative staff. The teacher librarians teach collaboratively- designed literacy and information literacy programs and the library is valued by the school for the critical role it plays in facilitating teaching and enhancing student learning. The school board also recognises the library's place in educating their students and commits to a level of funding and staffing that allows the library and its staff to be productive.

By reflecting on Stuartholme School library's effective pedagogical practices as they relate to the Inquiry's Terms of Reference, I can provide an example of how funding school libraries and teacher librarians will make a difference to student learning outcomes. As the research indicates, a well-resourced school library staffed by a qualified teacher librarian can be responsible for a 10-20% improvement in academic achievement (Lance & Loertscher, 2003). My experience supports this. Effective school libraries also equip students for life-long learning and to find pleasure in reading.

REFERENCE POINT 1: THE IMPACT OF RECENT POLICIES AND INVESTMENTS ON SCHOOL LIBRARIES AND THEIR ACTIVITIES

BUILDING EDUCATION REVOLUTION

Stuartholme School has not received any BER funding for the development of its school library.

PHYSICAL LIBRARY SPACE: The new school library complex was opened in 2003 featuring 3 spacious teaching areas, 2 adjoining research computer labs with wireless data projectors, a reading couch big enough for a full class and other break out areas such as extra tables, study carrels and 3 tutorial rooms. The library space has full wireless access as does the whole campus, making the on-line resources accessible from anywhere in the school, as well as through the internet.

"We can cater for the equivalent of 6 classes at any time (150 students). Our physical library space provides an environment conducive to research and learning. It is always busy and is seen as the dynamic heart of learning in the school."

In contrast, there are some local state primary and high schools that have received BER funding but do not have furniture or shelving. In some cases, their library is not big enough to cater for even one full class. These schools do not have a functional library as students and teachers cannot borrow. There is little or no support for teaching and learning in these schools.

WELL-RESOURCED: Stuartholme School Library is well-resourced with a variety of print, electronic and multimedia resources available for loan. For example, we have 30,000+ non-fiction print resources, 10,000+ fiction resources, 3000+ DVDs, 15,000+ digital resources such as weblinks, documents, pdfs, audio and video files specifically targeting subject areas

*"We have enough resources so that **every** student can easily access accurate information from a variety of resources. Students can use their time learning rather than wasting it wading through irrelevant Google searches."*

and assessment tasks, as well as electronic subscription databases including *Clickview* and *Turnitin*. Print and Digital Textbooks are also managed by the library.

All of these resources, including the digital resources, are professionally catalogued to maximize retrievability and to facilitate competent information literacy. Resources cater for a range of abilities and reading levels. Collection management is curriculum driven and the resource budget is sufficient to support learning with up-to-date resources and the most recent fiction releases.

In contrast, some local state and systemic Catholic Education schools do not have the budgets to offer enough resources to support learning. At times, there may not be enough print or quality digital resources to cater for even one class learning a topic at a time. It is difficult for schools with low budgets to offer electronic resources (which are often expensive), or to pay for a Learning Management System that allows for digital resources to be catalogued and managed in a retrievable and accessible way. Qualified staff are also needed to maintain digital catalogues and this is also not viable for low budgets. There is also an assumption that students will have adequate access to computers to conduct on-line research, which is not the case in low budget schools. As a result, schools that do not have well-resourced libraries and do not have adequate budgets severely impair students' ability to learn.

ACCESSIBLE 24/7: The library at Stuartholme School is open until 6 pm on weekdays. Access to the library resources out of class time is important for research and encourages students to develop independent learning skills. On-line information resources are also available to staff and students 24/7 through the internet via a password protected portal. Such generous access to resources facilitates independent learning and allows for flexible delivery of information necessary for student learning. It also allows the school to adapt learning to cater for individual learning outcomes.

In contrast, secondary schools that do not offer access to information resources outside of class time hamper students' ability to learn independently, limit opportunities to cater for difference and prevent students developing self-directed lifelong learning skills.

DIGITAL EDUCATION REVOLUTION

During 2009, as part of the Federal Government's DER computer funding for years 9 – 12, Stuartholme was able to purchase 2 class sets of tablet laptops. These were placed on portable laptop trolleys and were able to be booked by any teacher. The tablet laptops significantly improved student access to computers for research and in-class learning. The trolleys of laptops are used every lesson of everyday by classes across year levels and subject areas. Competency in ICTs across the curriculum quickly

"Some days there are more students in the library after school than during classes.

It is here, as they tackle their homework and assignments on their own, that independent learning skills are developed.

The best learning often occurs when the assignment is due at 8.30 am tomorrow!"



*"Gr... let
lap... s a
multitude of digital resources,
helps them organise their research
and create a variety of authentic
assessment items - from the
critically researched, pertinently
argued academic essay to the
innovative and imaginative multi-
modal production".*

improved and the laptop tablets are an important asset to enhance teaching and learning.

The introduction of the tablet laptop trolleys impacted the School Library in a number of ways. Initially, the library staff was responsible for accessioning and managing the borrowing of the tablet laptops and in developing the policies and procedures needed to ensure that the laptops were cared for and returned ready for the next class to use. Significantly however, the use of the tablet laptops provided greater opportunity for students to access on-line and digital resources, to develop research and notetaking skills and to create professional assessment items ranging from academic research papers to multimodal presentations. Qualified teacher librarians were integral, through collaboration with teachers to assist student learning in the digital environment.

NATIONAL CURRICULUM INITIATIVES

While rather understated, there is a place for the teacher librarian in the National Curriculum to facilitate teaching and learning and to help develop independent, information literate learners for the 21st century. The National Curriculum's General Capabilities, (ACARA, 2009) for example, include: literacy, ICTs, thinking skills, creativity, self-management, teamwork, intercultural understanding, ethical behaviour and social competence. A teacher librarian and the school library can play an important role in developing all of these capabilities. Reading programs encourage students to read widely. Reading about others' experiences enhances a student's understanding of others, can inform social choice and behavioural outcomes, encourages creativity and imagination as well as developing fundamental literacy skills. Information literacy programmes can involve teamwork, deep thinking skills, multiple literacies, ICTs, social competence and ethical behaviour.

REFERENCE POINT 2: THE FUTURE POTENTIAL OF SCHOOL LIBRARIES AND LIBRARIANS TO CONTRIBUTE TO IMPROVED EDUCATIONAL AND COMMUNITY OUTCOMES, ESPECIALLY LITERACY

SKILLS FOR 21ST CENTURY LEARNING

The Framework for 21st century learning (Partnership for 21st Century Skills, 2004) is an example of research that outlines the skills that school graduates will need to be confident members of society in the 21st century. The framework lists collaboration, creativity and communication as a way of fusing the three Rs and four Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation).

An information rich, technology rich school library, staffed by qualified teacher librarians teaching information literacy and a love of reading are key to helping students develop these 21st Century skills. Information literacy, creativity, problem solving, media and technology skills can be embedded in core subjects that tackle 21st century issues. Inquiry-based learning allows teachers to create authentic and meaningful learning experiences in which information literacy skills can be collaboratively planned and taught. The

"In PDHPE Grade 8 students learned about the horrors of Skin Cancer and how to minimise their risk. Using collaborative inquiry based learning, they completed a research task and produced a pamphlet about Skin Cancer.

They also learned how to critically assess books and websites, structure their research notes using OneNote, create their original brochure using Publisher and complete an accurate bibliography using Word 2007."

ability to efficiently find, read and use quality resources, critically analyse sources, accurately cite and reference recognized authorities and present new knowledge in a variety of formats are important skills that the teacher librarian can help teachers and students develop.

RESOURCES TO SUPPORT 21ST CENTURY LEARNING

In creating a school library which is responsive to 21st Century learning, it will be important to provide access to resources in multiple formats. Our research indicates that a blended curriculum offering a diversity of learning experiences supported by a variety of media will maximise learning for **all** students. Opportunities to use visual, audio and kinesthetic media with varying levels of difficulty allow for individualised learning outcomes. It provides support for those who need it while allowing others to independently fly.

Libraries that meet the needs of 21st Century learners will have a balance of print, multimedia, quality on-line and digital resources. Fiction, Non-fiction and Reference books; Magazines, Journals, Graphic Novels and Picture books; Charts, Posters and Kits; DVDs, video and audio files; blogs, wikis and on-line publishing sites; Ebooks, Audio books, and MP3 novels; Tablet and touch screen computers, Kindles and other electronic readers are all part an exciting information-rich, technology-rich future.

The notion that libraries will be fully digital is not realistic and unlikely to occur in the foreseeable future. For example, Jacaranda Press, in their research on textbooks, clearly demonstrated that comprehension from print media is far greater than from the same information displayed in a digital format. As a result, Jacaranda will continue to create print versions as well as on-line digital versions of their textbooks for the foreseeable future. Therefore to support learning in the 21st Century, it is vital that school libraries offer a plethora of print, digital and multimedia resources catering for a wide range of interests, topics, reading age and learning styles.

LITERACY IN THE 21ST CENTURY

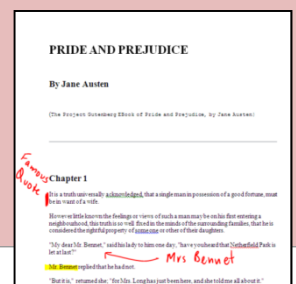
Teacher librarians have a role to play in the development of multiple literacies. Information literacy, media literacy and multiliteracies are all key focuses for the teacher librarian. Working collaboratively with subject area teachers, the teacher-librarian can engage students in developing these all important lifelong literacy skills.

For example, in reading classes, the teacher librarian supports the English teacher in helping students identify how meaning in the texts they read is culturally, socially and domain-specific. In the global world of instant communications, being sensitive to this has become increasingly important.

“Year 9 students study Pride and Prejudice by Jane Austen.

To support this unit, students and teachers have access to the novel in:

- 4 different print versions – the original, annotated, quick reads and graphic novel
- Audiobook
- DVD – movie and BBC versions
- Many teacher prepared and web resources, both print and digital
- Spin-off Novels such as Pride and Prejudice and Zombies
- Ebook – with the use of tablet technologies, students can annotate, highlight and analyse within the written text.



Student comment:

“When I want to read the story I curl up with the book.

My friend who is not a great reader uses the Audiobook or just gets Adobe to read the Ebook to her.

When I want to search for something in the story or remember the important things that happened, I use the Ebook and my tablet pen to highlight and add notes.

To get an idea of what their life was really like I watch the movie but I like the BBC version the best.”

Secondly, in a 21st century world of quickly evolving information and communications media, meaning is made in ways that are increasingly multimodal - where printed text interface with visual, audio, gestural, tactile and spatial patterns of meaning (Kalantzis and Cope, 2008). Students then, must become literate in making meaning from multimodal texts and in creating items that competently use new, digital media. Students who graduate with competent multiliteracy, media literacy and information literacy skills will be able to teach themselves and continue to learn throughout their adult lives. These are the skills that employers in the 21st Century will be looking for.

A LOVE OF LITERATURE IN THE 21ST CENTURY

In the 21st century, in a globalised world, it is still vitally important that individuals read. Reading is important, not only as a core skill for learning but also because it provides fuel for the imagination, a deep pleasure and the seeds of new ideas. Reading fluently is critical for independence as well as enriching life by providing a pleasurable form of relaxation.

In the rush to help students become information literate and in the busyness of managing a library with thousands of resources, it is difficult for teacher librarians to promote a reading culture. It is easy for administrators and employers to overlook the value of producing graduates who are widely-read, logical, philosophical, thoughtful, inventive and able to explore concepts in great depth. These are qualities that cannot be easily measured. However, exposing students to quality literature, classical authors and the writings of the world's most influential thinkers and philosophers is a worthy calling for all devoted teacher librarians.

Whilst at school, teacher librarians can introduce students to quality literature, renown authors and influential writings as well as encouraging students to read widely and explore different genres. They can enthuse students to read for pleasure, for thrills, for escape, for ideas. To read books that make them laugh or cry, wonder and think. To read to discover, to empathise, or to experience realities far removed from their own life experiences. When reading programs are supported by the provision of richly resourced fiction, classic and biography sections including the latest releases, then students have a plethora of choice with which to immerse themselves especially if the school library provides a space where they can relax in the comfort. In a modern library, audio, ebooks, picture books and graphic novels also add to the choice.

21st Century school libraries should allow students to have regular involvement in reading programmes during both primary and secondary schooling. In this way, modern schooling will foster the development of a community of readers who can learn for themselves, who are more likely to empathise and who are less likely to be glibble followers. They will be the leaders of our future.

"All students at Stuartholme School are encouraged to read. Years 8, 9 & 10 students have some lesson time devoted to reading where Year 11 & 12 students (and staff) are encouraged to read independently.

Through discussions, reviews, and reflections centred around the latest releases and other topical novels, students are encouraged to read widely. This is supported by a comprehensive fiction, classic and biography sections as well as picture books, audio books and graphic novels. Students enjoy sprawling on our back couch with some uninterrupted time to silently read.

The number of readers is continuing to grow. In 2009, most Year 8 – 10s read at least 10 books. 53 students read more than 80 books in the year – an

REFERENCE POINT 3: THE FACTORS INFLUENCING RECRUITMENT AND DEVELOPMENT OF SCHOOL LIBRARIANS

The dual experience of the teacher librarian, in that they are qualified teachers and qualified library managers is important to the successful running of a school library. The purpose of a school library is to facilitate effective teaching and learning. Library processes, collection development and programmes are curriculum driven. The library offers a service to all members of the school community and is more than just a storehouse for resources.

Teacher librarians are trained to collaboratively design programmes with their 'subject areas' being information literacy, metacognition, the development of higher order thinking skills, the promotion of literature and lifelong learning. Without pedagogical knowledge, it would be very difficult to effectively collaborate with teachers in order to deliver improved learning outcomes to students. It is also important that the teacher librarian has a flexible timetable allowing for co-operative teaching and planning.

Teacher librarians are also middle managers. They see the curriculum in a holistic manner and are often uniquely placed to see the whole schooling experience across subjects and year levels. Being able to map the curriculum systematically to show how cross-curricula skills are integrated, allows the teacher librarian to contribute to school decision making. Cross-curricula skills include information literacy and ICT skills as well as the QSA's Essential Learnings and Common Curriculum Elements.

Teacher librarians are also library managers who must be able to competently manage thousands of resources, catalogued so that they are easily retrieved. Policies, processes and systems are needed to ensure the smooth functioning of the library. An understanding of collection management, budgets and purchasing are also important. Teacher librarians need to also have effective communication skills so that they can create a team of library workers who work together to support teaching and learning. Being the head of the Library team, teacher librarians also need to actively advocate the role the school library and the teacher librarian plays in facilitating effective teaching and learning.

In contrast, schools that opt to use parents or aides to run the library undermine its value and prevent students from creating a reading habit and learning basic information literacy skills. Libraries run without a teacher librarian become storehouses for resources with little or no effect on student learning.

"The Library and Information Services Director works collaboratively with classes to promote reading, information literacy skills, notetaking, referencing and each of the stages of the research process. There is also the use of digital textbooks and software to help students learn in a blended learning environment."

"The Research Librarian helps groups of students access information from all mediums and in particular from electronic databases. The Research Librarian spends significant parts of the day working 1:1 with individual students providing specialised help with all stages of the research process – from finding and analysing sources to hypothesis development, accurate referencing and the development of a pertinently argued essay."

Student Comments:

"I wouldn't have passed without the help of the research librarian"

"You helped me turn my B's into A's"

"I am doing well at Uni because I knew how to research, write a well-crafted assignment and do the referencing correctly. Now I am teaching this to my new friends"

Also, schools that use teacher librarians to meet non-contact time commitments or to take subject classes prevent them from contributing to learning through collaborative literacy and information literacy programs. Although this may be an economical decision, it undervalues the contribution of the teacher librarian, robs teachers of much needed support and robs students of their opportunity to develop lifelong learning skills. Teacher librarians should be employed in all schools and not considered part of the teacher:student ratio.

There has also been an unfortunate trend in some state primary schools to use the teacher librarian as a computer teacher. There is a need for both. By using the teacher librarian in this manner, students miss out on the all important literacy and reading programs. They do not develop a love of reading and do not form a reading habit. This will seriously impair their school achievement as reading is a core life skill necessary in all subjects. There is every indication that an analysis of NAPLAN data would show a correlation between poor reading, writing and spelling scores and the lack of a teacher librarian running a regular, effective reading program.

REFERENCE POINT 4: THE ROLE OF DIFFERENT LEVELS OF GOVERNMENT AND LOCAL COMMUNITIES AND OTHER INSTITUTIONS IN PARTNERING WITH AND SUPPORTING SCHOOL LIBRARIANS

ORGANISATIONS WHICH SUPPORT SCHOOL LIBRARIANS

Given that the teacher librarian is usually the only one within a school, school librarians rely heavily on a network of support to enhance their work in schools. Local teacher librarian networks and state, federal and international library organisations provide vital support and professional development opportunities. They are key places to discuss roles, programs, glean information, share and collaborate. Their support, the professional development they offer and the opportunities they provide to discuss, and constantly develop are vital to supporting teacher librarians in schools.

Other institutions such as UQ's Cyberschool also provide teacher librarians with support, access to digital resources and valued professional learning. The contribution of the UQ Cyberschool is particularly valued as it offers access to the latest research relevant to the future development of the teacher librarian's role as leaders in curriculum innovation.

SUPPORTERS OF LEARNING AT STUARTHOLME SCHOOL LIBRARY

ALIA

ASLA

SLAQ

Local networks: NewNet, NWTL Network

OZTLNET

SCIS

UQ Cyberschool

Charles Stuart University

State Library

Local Libraries

Smartcopying Website

CAL

NETALERT

TLF

NEW INITIATIVES TO SUPPORT SCHOOL LIBRARIANS

There are other needs that are currently not being met and which the Government could provide invaluable assistance with to support the role of the teacher librarian especially in relation to the challenges created by ever-changing digital technologies.

PROFESSIONAL DEVELOPMENT: If teacher librarians are to be innovators and school leaders in embedding digital technologies into the school curriculum, then they need professional development opportunities to share, learn and develop competencies in using digital technologies to impact learning. Most often, teacher competencies with software such as Microsoft Office, the Adobe Suite, and other specific packages, are self-taught. The potential of such programmes to impact learning is often self-discovered. Electronic resources take time to develop. Training with these packages and their potential and time to develop electronic teaching resources would be most useful.

Also, there are many software packages available that can provide students with significant learning opportunities. LAMS, Wikispaces, Moodle, Dyknow and Huelab products are just few examples. As information specialists and the resource managers of the school, teacher librarians are needed to manage the school information held in such packages as Moodle or other Learning Management systems. Allowing staff to upload with little guidance, structure or metadata simply creates an irretrievable mess. Qualified information managers such as teacher librarians are needed to maintain such databases. Further, as innovators wishing to teach students how to learn and become independent learners in the digital world, teacher librarians play a significant role in the school implementation of such software packages and the training of both staff and students.

ADVICE REGARDING LEGAL, ETHICAL AND PRIVACY ISSUES ARISING FROM THE USE OF DIGITAL TECHNOLOGIES: However managing learning in these new environments is difficult. Each of these packages requires significant time to set-up, develop and manage in a sustainable way. More importantly, using such packages raises many significant issues for which schools need advice and guidance. Privacy, legal and ethical issues arise – issues concerning school information being stored and accessed using cloud technology; whether teachers can allow students to publish on places like youtube and deviantart; how to control student input on wikis, blogs and posts; and even, can social networking sites such as Facebook and Twitter be used in education? Schools also need advice on dealing with cyberbullying and educating students to be wise digital citizens. There is a great need for guidance with the development of acceptable use policies. Therefore, it would be most useful to have a government service which gives leading teachers, such as teacher librarians opportunities to ring or email to receive legal advice on such newly emerging issues.

ADVICE REGARDING COPYRIGHT ISSUES ARISING FROM THE USE OF DIGITAL TECHNOLOGIES: In the same manner, as the copyright holders for the school, teacher librarians are often faced with difficult and

NEW INITIATIVES TO SUPPORT LEARNING AT STUARTHOLME SCHOOL LIBRARY

PD Opportunitites

- *use of digital technologies*
- *management of the school use of digital technologies*
- *copyright in relation to digital technologies*
- *privacy and legal advice in using digital technologies*

Government website offering advice regarding legal, ethical and privacy issues related to digital technologies

Extension to Smartcopying Website to offer email and phone advice with regard to copyright

Computer Access for all students Access to an affordable, FAST and reliable internet service for all

complex copyright issues. Copyright law is left behind by the rapid advancement in digital capabilities, leaving teacher librarians with quandaries between grey areas of copyright law and grasping genuine educational opportunities. Attending generalised CAL copyright sessions provides basic information but does not allow the teacher librarian to seek advice specific to their needs. The Smartcopying website is most authoritative however the law is open to interpretation and reading it from a website can still leave the librarian unsure of the law's application. It would be most useful for the Smartcopying website to have an additional phone or email service which teacher librarians can access quickly to receive lawful advice appropriate to their situation.

RELIABLE ACCESS TO COMPUTERS, COMPUTER INFRASTRUCTURE AND AFFORDABLE INTERNET: Finally, learning in many schools, especially state schools, is being impeded by the lack of access to computers and the lack of a fast, reliable and affordable internet service. Without the computers, computer infrastructure (including data projectors in every teaching space) and internet access, teachers and students cannot make use of the enormous potential offered by digital technologies to enhance effective teaching and learning for the 21st century. Schools which have shown the foresight to invest in digital technologies are leaders in education and their graduates will be the flame bearers of our future.

REFERENCE POINT 5: THE IMPACT AND POTENTIAL OF DIGITAL TECHNOLOGIES TO ENHANCE AND SUPPORT THE ROLES OF SCHOOL LIBRARIES AND LIBRARIANS

The use of digital technologies to enhance student learning is significant. Research demonstrating the benefits of students having unrestricted access to computers, the rising demand for more access to the school's computer resources, QSA's curriculum requirements and the Federal Government's DER, all influenced the Stuartholme School's decision to become a 1:1 tablet laptop school. At the beginning of 2010, 3 year levels received tablet laptops and by 2011, all students will have a personal tablet laptop to use for the duration of their high schooling.

With such unprecedented access to computers, digital technologies are now integrated across the curriculum. The insights gained from this last term have been significant and are very pertinent to this discussion.

Given the emphasis in the Terms of Reference for this inquiry focus on the future potential of libraries, much of this submission has already addressed the impact of digital technologies and highlighted how they are an integral part of the information services provided by a dynamic school library. The combination of digital media and traditional

With unlimited computer access and integrated digital technologies, students can:

- *Access on-line and digital resources*
- *Use digital textbooks*
- *Create, edit and organise notes*
- *Draft*
- *Self-correct*
- *Create professional products such as brochures, booklets, posters, reports, essays, hyperlinked powerpoints, video, and audio files*
- *Reference*
- *Represent data in a many formats*
- *Spend less time drawing the graph and more time analysing it*
- *Choose individualised learning experiences*
- *Be supported using audio and multimedia resources*

Combine any of the above with traditional pen & paper activities, silent reading, writing, discussing, listening, role playing, debating, team work and collaboration to create rich and varied learning experiences.

pedagogies provides a wealth of opportunities for learning - much of which is yet to be explored.

Teachers at Stuartholme have already moved beyond the basic integration of digital technologies into discerning which learning activities are best in a digital format, and which learning activities are most effective using traditional or collaborative techniques. After one term, teachers have concluded that a blended approach is most important. Rich and varied learning experiences using both digital and traditional pedagogies maximises learning for all students.

The introduction of digital technologies has significantly impacted school libraries and added extra responsibilities to the role of the teacher librarian. Many of the positive benefits to literacy and information literacy programmes have already be discussed. There are however, other, less obvious, but no less significant impacts that need further elucidation.

IMPLEMENTATION OF THE ILEARN TABLET LAPTOP PROGRAMME

At the managerial level, the teacher librarian has a role to play in the development of digital pedagogies and the management of the tablet 1:1 programme. Teacher librarians have a holistic view of the curriculum, teach information literacy and are interested in helping students become lifelong learners. Teacher librarians are interested in how students learn, in metacognition and in encouraging students to engage in higher order thinking. Along with the ICT Managers and the Head of Curriculum, teacher librarians can significantly contribute to the development of realistic school procedures to help both teachers and students manage a 1:1 programme.. This also includes being involved in training both staff and students in the effective use of the tablet to enhance teaching and learning.

MANAGING STUDENT USE OF DIGITAL TECHNOLOGIES

As part of the management of digital learning, teacher librarians may also become involved in helping manage student use of digital technologies. The development of policies and procedures to help students care for their laptop and to abide by the boundaries set for acceptable use are some of the policy decisions teacher librarians can be asked to contribute to.

Cyberbullying, defamation and protection of privacy are societal challenges that have arisen as a consequence of the freedoms associated with the internet and the easy use of multimedia devices. Placing boundaries around irresponsible use of digital technologies and monitoring, guiding and advising students on appropriate ways to stay safe in a digital world are significant challenges for schools and for the teachers involved in facilitating learning for the 21st century.

As a result, as part of the lifelong learning agenda, teacher librarians will find themselves at the forefront of teaching students how to become wise digital citizens.

Stuartholme School's iLearn Programme

3 Roles were critical to the implementation of the iLearn Programme:

- 1. iLearn Director – responsible for the overall implementation; the pedagogical practices and impact on curriculum as well as professional development for staff and training for students.*
- 2. IT Director – responsible for the efficient functioning of the hardware, software and infrastructure to support the program*
- 3. Library & Information Services Director – responsible for the asset management, digital resources and information access and useability*

ASSET MANAGEMENT

As the asset managers for the school, the library staff are responsible for the cataloguing, barcoding, labelling and issuing of the tablet laptops to students. The library staff will support the IT staff in maintaining an up-to-date database to keep track of the tablet laptops and will manage the change-over process at the end of the lease. Management of the tablet laptops adds another layer of complexity to the duties of the library staff.

DIGITAL TEXTBOOKS AND DIGITAL RESOURCES

Having access to digital versions of textbooks and pdfs of teacher produced work booklets has given students flexibility in organising their study environment to maximise their individual learning experiences. By using oneNote as their 'lecture pad' and using the tablet's pen technology to combine diagrams, written equations and typewritten notes, students have been able to move their notetaking skills to a new level. Being able to edit, correct, rearrange and organise their notes has great advantages over using pen and paper.

Also, where possible students have been issued with both the print and digital versions of their textbooks. This gives students choice. Some chose to use the printed text and write their notes on the computer, others choose to use the digital text and then pen and paper for working. Digital textbooks allow students to annotate and highlight directly over the text and diagrams negating the need to rewrite copious chunks of text. They also include interactive quizzes and tutorials to add a dynamic or kinesthetic element to further enhance the learning experience.

The teacher librarian is responsible for the provision and creation of digital resources, including digital textbooks, and the storage, cataloguing and management of such resources across the school to allow equality of access. Negotiating licenses with publishers and deciphering the complexities of digital copyright are significant additions to the teacher librarian role. Developing policies and processes for uploading, storing and cataloguing newly created teaching resources has also become part of the teacher librarian's responsibilities.

Also, in conjunction with the IT department, the teacher librarian needs to organise an efficient process by which students can download their digital textbooks and gain access to the teacher created electronic resources. In each case, the process is limited by copyright restrictions, download speeds and the inexperience of the student users.

The teacher librarian also supports the teachers in converting previously photocopied work booklets into digital booklets. Scanning, using OCR, creating and combining pdfs are all skills needed to create electronic resources.

INFORMATION LITERACY SKILLS

The teaching of information literacy skills is even more crucial in a digital environment which bombards students with an astounding amount of information – much of which is irrelevant and distracting. It is vital to teach students how to confidently navigate through the ever-changing on-line world in order to find what they are looking for and create new knowledge. Helping students

become wise digital citizens is also essential for 21st century living. As a result, it has become essential that the teacher librarian has the skills necessary to provide support for teaching and learning in a digital environment. Key information literacy questions such as “Can the students use the computer to access a variety of quality resources, notetake, analyse, synthesise and produce assessment items in the format required by the teacher?”, mean that the teacher librarian needs to be a competent computer user and initial trouble shooter especially in relation to digital information literacy and to using common software packages which help students present what they have learned.

Conclusion

In summary, **all** Australian students should have access to a well-resourced school library staffed by qualified teacher librarians running programs which promote literacy and teach information literacy skills. In this way, equal learning opportunities can be provided for all students regardless of the school system, school size or location.

Characteristics of a school library that facilitates effective teaching and learning and equips students with the skills they need to become life-long learners include:

1. A facility that provides flexible learning spaces that cater for individuals, small groups and whole classes.
2. A facility that is open out of class time to allow independent learning, with access to digital resources provided 24/7.
3. A multitude of print, digital and multimedia resources that are curriculum-driven.
4. Qualified library staff – to efficiently catalogue and manage resources to maximise retrievability.
5. Qualified teacher-librarians to engage students in literacy and information literacy programmes.
6. Reading Programmes to promote literacy and a love of reading.
7. Information Literacy Programmes collaboratively planned and taught to provide authentic, meaningful learning experiences that teach life-long learning skills.
8. A service attitude where the role of library is to facilitate effective learning and teaching
9. A library whose role in the school is valued by administration, staff and students.
10. The teacher librarian who is recognised as a middle manager, able to contribute to whole school decision making.
11. Innovative teaching practices that recognise the future potential of digital pedagogies in creating learners for the 21st century.

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