



I have seen submission by other people so wish to address some points that I have not seen covered. These points may not address the terms of reference exactly but I feel that you should be made aware of them.

- The need for adequate staffing by Teacher-Librarians according to national staffing models
- The need for Itinerant Teacher-Librarians and Regional Library Advisors
- The need for support for Teacher-Librarians

I am an itinerant Teacher-Librarian servicing 12 schools in what was the Moreton Region in Qld. I am also the coordinator of the Ipswich District Teacher-Librarian Network and the biennial Ipswich Festival of Children's Literature, free for students.

The schools I service vary in size from 1 teacher to 12 teachers. The amount of time allocated to each school varies based on the choices made at school level by the Principals of the schools. The largest school has 285 students but they have me there only 3 days per fortnight, whilst an adequate staffing level should be at least 4 days per week. It is obvious that the school receives a limited service from me as a result.

Some other schools see me 1 day per semester or 1 day per term, or 1 day per fortnight. One school tried to cut my time completely at the end of last year because they have decided not buy any more books this year, not even the shortlisted books for Book Week and would no longer need me there to support their aide, even though I was doing lessons with classes, not just 'library' work. Their aide who has worked in the library for over 20 years and has an intimate knowledge of the collection and the children will no longer be in the library, but in the classroom instead. The Principal said that the teachers will manage the borrowing and they would do their own re-shelving of the books. They also plan to remove all their videos as they will be able to access all their needs in the future on youtube. I argued the need for retaining me and am there 1 day per term. In previous years, some schools did cut my time and it is the aides from these schools that phone or email me most for help, even though I am not employed to help them.

A few years ago a remote school in the western Qld bought some of my time to assist them in culling their collection, buying new books, re-arranging the library and automating the library. It took me three days to do these tasks, taking them from card catalogue to automation, but because they had no itinerant TL or Library advisor in their region I have no idea how they have progressed since. I wonder how many other small schools without Teacher-Librarians there are in Australia still using card catalogues? Are there any statistics available? Teacher-Librarians have been at the forefront of the introduction of information technology in schools because of their experience with library automation. **Schools without an adequate allocation of Teacher-Librarian time will not have the same advantage in introducing digital technologies to support students learning.**

Because I have a reasonably high profile in our profession, people who don't know me personally sometimes email or phone me for help. They don't know who else to approach. There was a time when we could seek assistance from Library and

Resource Services (LARS). LARS coordinated Teacher-Librarian Networks throughout QLD and kept their finger on the pulse via Regional Library Advisors across the state. Some TL Networks still exist but it's difficult to find out who the contact people are for them. Sometimes Teacher-Librarians can't get permission from their Principals to attend meetings. So when they don't know where to go, they sometimes contact me.

At the end of last year a TL from the Gold Coast Region emailed me to say she had been instructed by her Principal to **cull all resources in the library that were published before 2002**. She was most distressed and considering resigning. She worked 2 days per week in a school with over 500 students. She had been given no input in the designing for the new BER library and now was being told to throw out the bulk of the collection. I suggested she talk to someone in EQ Library Services but was told that it was a school based decision and they could do nothing. All the books were culled and packed in boxes to be taken away. Goodbye to *Possum Magic* – Mem Fox, *Wombat Stew* – Marica Vaughan, *Rowan of Rin* – Emily Rodda, *Hitler's Daughter* – Jackie French, *The Pocket Dogs* – Margaret Wild, *The Bunyip of Berkeley's Creek* – Jenny Wagner, just a few of the great books with publication dates before 2002.

As volunteer I work for the Children's Book Council of Australia (Qld Branch) helping to promote reading to children. I was on the committee that set up the BILBY Awards, a children's choice award and coordinated it at one stage. I am currently the state coordinator of the Readers Cup and trying to encourage other states to set up similar competitions with a view to running a national competition. Readers Cup gets kids reading. This year we have over 400 teams of 5 students registered, reading a set of 6 books. They stretch from the Cairns region in the north to the Gold Coast region in the south. Schools sometimes run their own competitions in term 1 before selecting a team for their regional finals in term 2 so that means a vast number of students reading. The state finals will cater for 24 teams this year as part of the Brisbane Writers Festival. Without Teacher-Librarians volunteering their time to support the Children's Book Council of Australia there would be no such projects happening and no Book Week being celebrated in schools to the degree that it is today. **Without Teacher-Librarians all these initiatives that improve literacy outcomes would cease.**

Would you pay \$15 000 to study in your own time to gain Teacher-Librarian qualifications and not be certain that there will be a position when you finish and not receive any additional pay to compensate for that investment?

Jenny Stubbs
Teacher-Librarian Moreton Region