



# Guidelines for the time allotment of teaching and librarianship for teacher librarians

*Australian Library and Information Association (ALIA)*

## **Purpose**

To recommend appropriate time allocations for the teaching, library and leadership workloads of teacher librarians.

These guidelines assist principals, school administrators and teacher librarians in the appropriate allocation of time enables teacher librarians to effectively deliver of school library services and programmes.

## **ALIA objects addressed**

- To ensure the high standard of personnel engaged in information provision and foster their professional interests and aspirations.
- To promote and improve the services provided by all kinds of library and information agencies.

## **Principle**

These guidelines are to assist principals and library personnel with the effective management of the school library. When a school makes a commitment to having a school library, it is value adding to the learning and teaching program.

A school library is a physical and digital learning space where research, reading, inquiry, critical thinking, imagination and creativity are made possible by access to a professionally organized collection of resources.

Teacher librarians hold dual qualifications in the fields of education and library science. They support and implement the vision of their school communities through advocating and building effective library and information services and programs.

The teacher librarian is required to fulfil specific duties that are in keeping with general teaching duties in the areas of supervision, time release/planning time as per the full time equivalent (FTE) at the school level.

The teaching role of the teacher librarian can have two contexts:

- It can be teaching to deliver the library program. This teaching usually occurs across the curriculum either in a collaborative team teaching situation with subject teachers or as the sole teacher of a class in library related tasks.
- It may involve teaching information literacy, inquiry, digital citizenship, literacy or literature skills. The other context can be where teacher librarians sometimes are allocated a subject or classroom teaching load, independent of the role as teacher librarian. Subject or classroom teaching sits outside of the full time equivalent (FTE) allotment for a teacher librarian.

The role of the teacher librarian can encompass leading the library team or contributing as a member of the library team or being the sole operator.

Aspects of library management tasks would be assigned to teacher librarians that are not undertaken by a librarian, library technician or library assistant.

## **Statement**

The key contributions of the teacher librarian are in learning and teaching, management, leadership as well as collaboration and community engagement.



### Key responsibilities of teacher librarians

The valuable role of the teacher librarian focuses on:

- undertaking face to face teaching in the library programs or related learning opportunities
- participating in the development of literacies in information, digital, media, literature and reading
- accessing the allotted time for release/planning as per FTE at the school level
- managing and preparing the library budget
- managing the development of the collection (physical and digital) and using professional knowledge and expertise in the organisation, selection, and deselection of high quality and diverse resources to support the curriculum
- ensuring that all resources are catalogued, adhering to professionally consistent standards
- undertaking and/or overseeing the annual stocktake
- managing the library team, including volunteers when appropriate
- ensuring equity of access, to the library and resources, for all students and staff
- developing and implementing policies and procedures
- initiating the promotion and advocacy of the school library through school publications, social media, annual reports or through other means
- undertaking or leading professional learning and collaborating with members of the school
- being ethical in using and managing information, supporting academic rigor and upholding copyright law
- contributing to the life of the school by responding to critical incident responses, school events and the wellbeing of students and staff

### Recommended time allocation

When considering the key responsibilities of teacher librarians, as a baseline, it is suggested that the teacher librarian would assign 60% of their library FTE to face to face teaching in library programs and related learning opportunities and with the remaining 40% of the FTE dedicated to library management tasks

Role	Teaching in library programs and related learning opportunities	Library management and administration tasks
Teacher Librarian as Manager	40%	60%
Teacher Librarian	60%	40%
Teacher Librarian with primary responsibility for teaching	80%	20%

### Related documents

- International Federation of Library Associations, 2015. *IFLA School library guidelines*, 2<sup>nd</sup> ed, IFLA, The Hague.
- 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.
- *A manual for developing policies and procedures in Australian school library resource centres* 2<sup>nd</sup> ed.
- *Recommended minimum information services staffing levels Table 6 revised*
- *Joint statement on school libraries*
- *Statement on teacher librarian qualifications*
- *Statement on library and information services in schools*
- *Statement on teacher librarians in Australia*

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