

School library workforce in Australia

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Challenge and response 1982

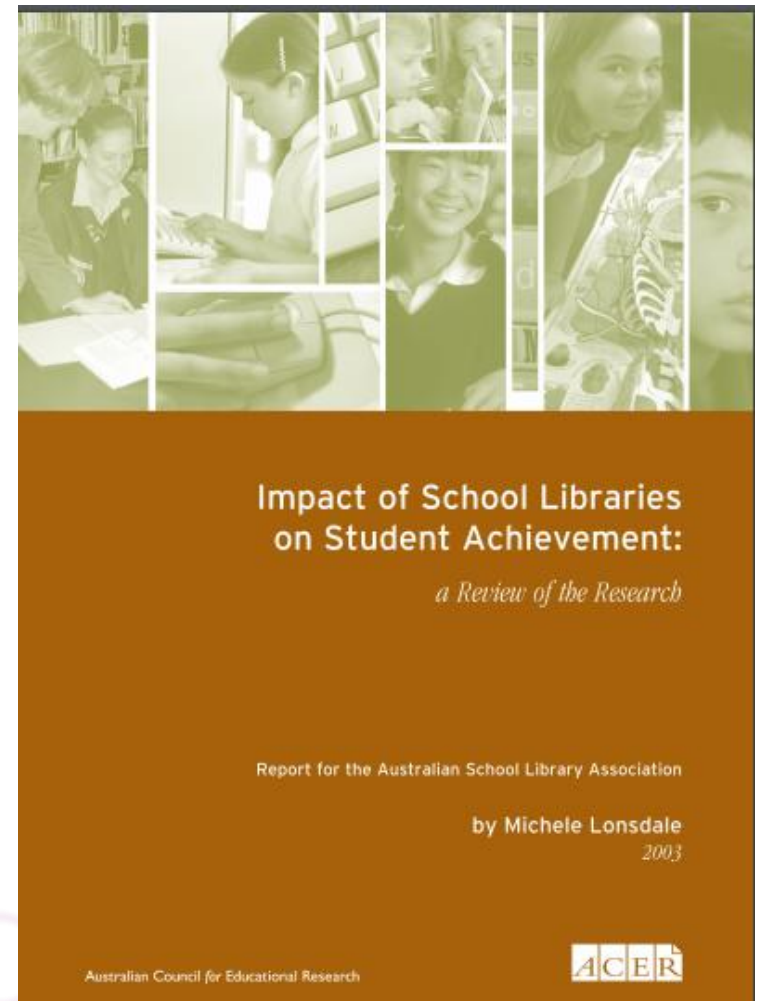
| MONDAY 23 AUGUST | TUESDAY 24 AUGUST | WEDNESDAY 25 AUGUST | THURSDAY 26 AUGUST |
|--|--|--|---|
| <p>Plenary: 9-10.15am <i>Networks: who benefits?</i> S. Martin (Johns Hopkins Uni)</p> <p>Parallel Sessions: 11.45-12.30pm</p> <p><i>Free library service?</i> I. McPhail (SA Dept of Local Government)</p> <p><i>Bibliographic and information networks for Australia</i> B. Yates (NLA)</p> <p><i>Books in the classroom</i> M. Dilella (Adelaide CAE)</p> <p><i>Implications of the Manpower Study</i> B. Mitcheson (RMIT)</p> <p><i>Academic libraries: steady state, zero growth</i> C. Steele (ANU) D. Bosseau (University Hawaii)</p> <p><i>Access to rare books</i> A. Brissenden (Uni Adelaide) I. Cook (NLA)</p> | <p>Plenary: 9-10.15am <i>Libraries and the community</i> C. Robinson (Baltimore Public Library)</p> <p>Parallel Sessions: 11.45-12.30pm</p> <p><i>Effective governance and management of library networks</i> H. Groenewegen (CAVAL) R. Wade (CLANN)</p> <p><i>The adult as learner</i> E. Burge (SA Dept of Further Ed) G. Dadswell (Council of Adult Ed)</p> <p><i>Access to information for children through new technologies</i> J. Cook (WA) C. May (California)</p> <p><i>Telecommunications</i> B. Perkins (Telecom) Another speaker</p> <p><i>Censorship</i> R. Phillips (Festival of Light) S. Gapper (Ed Dept of SA) R. Millhouse (MP)</p> | <p>Plenary: 9-10.15am <i>The social impact of the new technologies</i> B. Abbey (SA Public Service Assoc)</p> <p>Parallel Sessions: 11.45-12.30pm</p> <p><i>One bibliographic data base for Australia?</i> J. Baskin (NLA) Another speaker</p> <p><i>Challenges in children's books</i> P. Cianciolo (Michigan State Uni)</p> <p><i>Library design for the new technologies</i> W. Dunstan (State Library Tas) F. Ratcliffe (Cambridge Uni)</p> <p><i>Community information networks</i> N. Kennedy (Dept Community Welfare, Vic) A. Keehan (State Library WA)</p> <p><i>Special is beautiful</i> J. Virgo (ALA) Another speaker</p> | <p>Parallel Sessions: 9-10.45am</p> <p><i>Library services in a multicultural society</i> N. Stanelis (Hartley CAE) P. Saunders (Flinders Uni)</p> <p><i>Bookselling, publishing and libraries</i> D. Butler (NZ Bookseller/Author)</p> <p><i>Copyright</i> D. Fielding (Uni Qld) P. Banki (Aust Copyright Council)</p> <p><i>Linking bibliographic utilities</i> S. Martin (Johns Hopkins Uni)</p> <p><i>Educational technology in the library</i> R. Hogg (PLATO) Anne Russell</p> |

Australia's largest library sector



Who works in school libraries?

A lack of systematically aggregated national data makes it difficult to gain an accurate picture of national trends in Australia in relation to the staffing of school libraries.



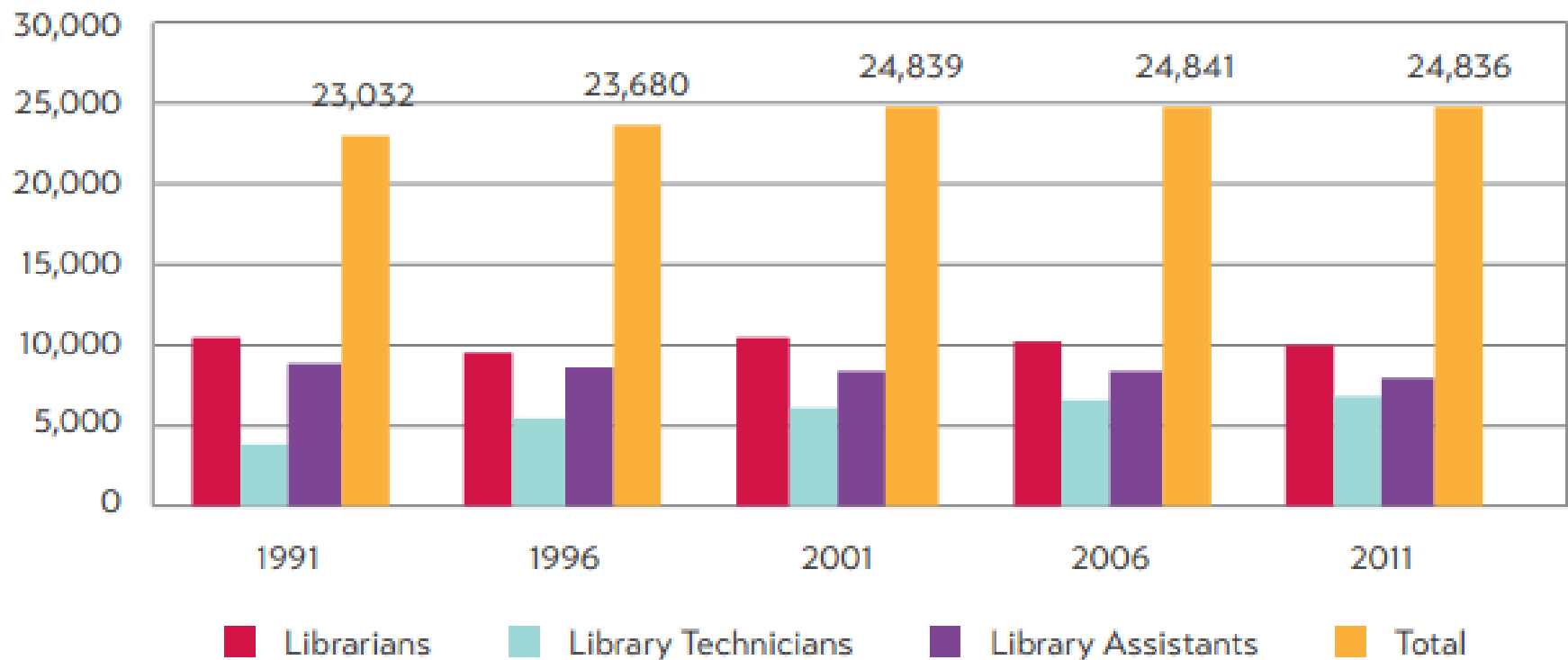
Inquiry into school libraries 2010

One of the dominant themes that emerged is a lack of hard data, especially collated at the national level relating to staffing issues, specifically determining the actual numbers of teacher librarians in Australian schools, their qualifications, and part-time/full-time status.

Inquiry into school libraries and teacher librarians in Australian schools. Report, 2011, p. 84

Library sector workforce

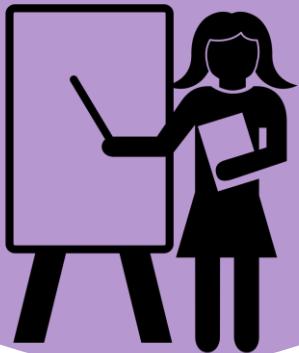
Employment in the library sector (ABS)



No school library data here

What is a teacher librarian?

Teacher



Librarian



National education data

Teacher data

Census, Initial teacher Education, Registration, SiAS

School data:

ACARA schools list, Myschool, funding, states, systems, ELR

Family/household data

ICSEA, SES, Income, Family Studies

Student demographic, well-being & learning data

NAP, PISA, PIRLS, TIMSS



Staff in Australia's Schools surveys

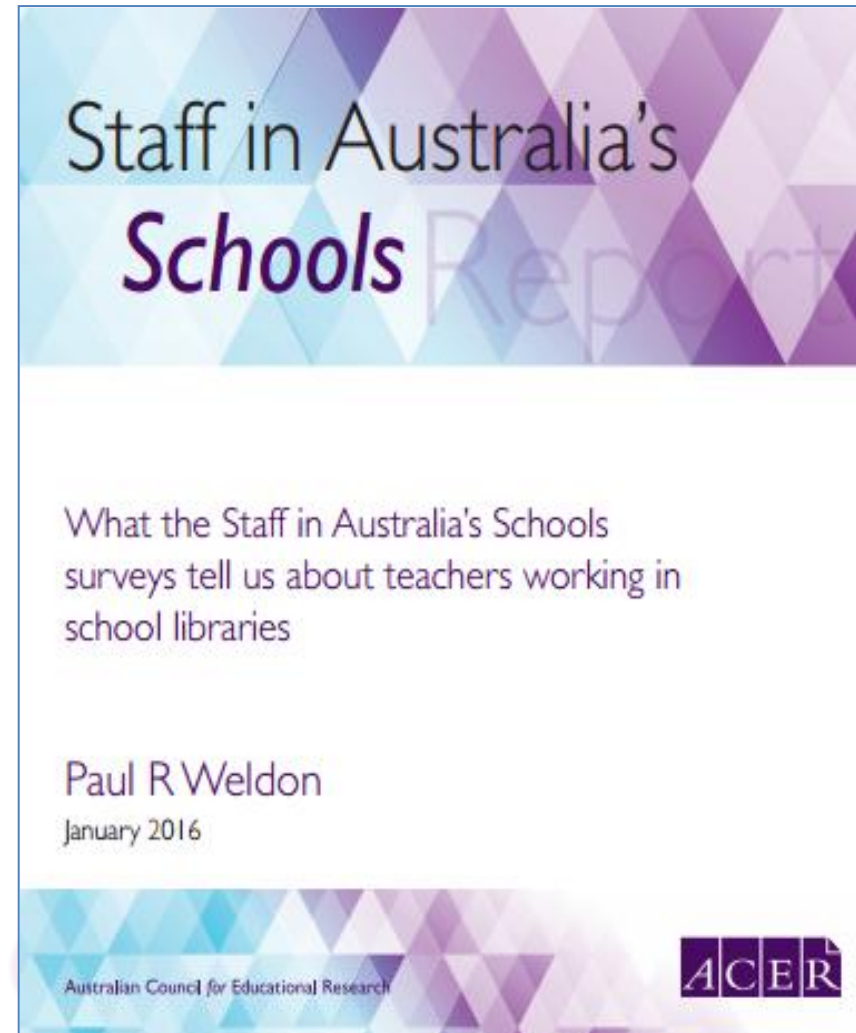
To inform workforce issues incl teacher career and retirement intentions, teacher shortages

- For teacher educators, professional associations and planners
- Australian Government Department of Education supported by all state & non-government education authorities
- Teacher workforce survey
- Government Statistical Clearinghouse approved #01874-04
- Schools randomly selected, representative sample according to location, school type and level of schooling
- Sample survey run 2007, 2010, 2013, ??

SiAS library data

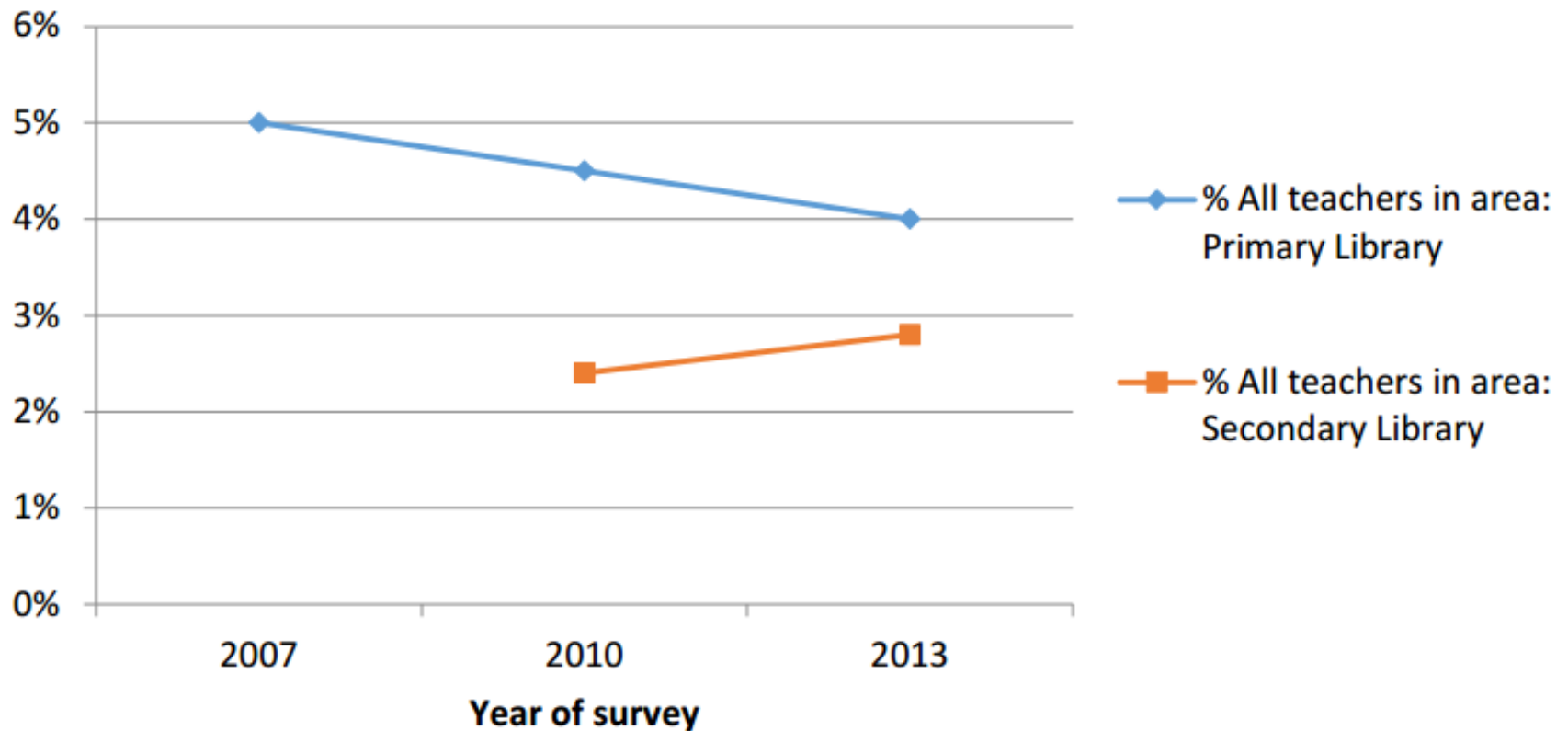
Analysis commissioned by

- ALIA
- ALIA Schools
- ASLA
- QSLA
- SLNSW
- SLASA
- SLAV
- WASLA



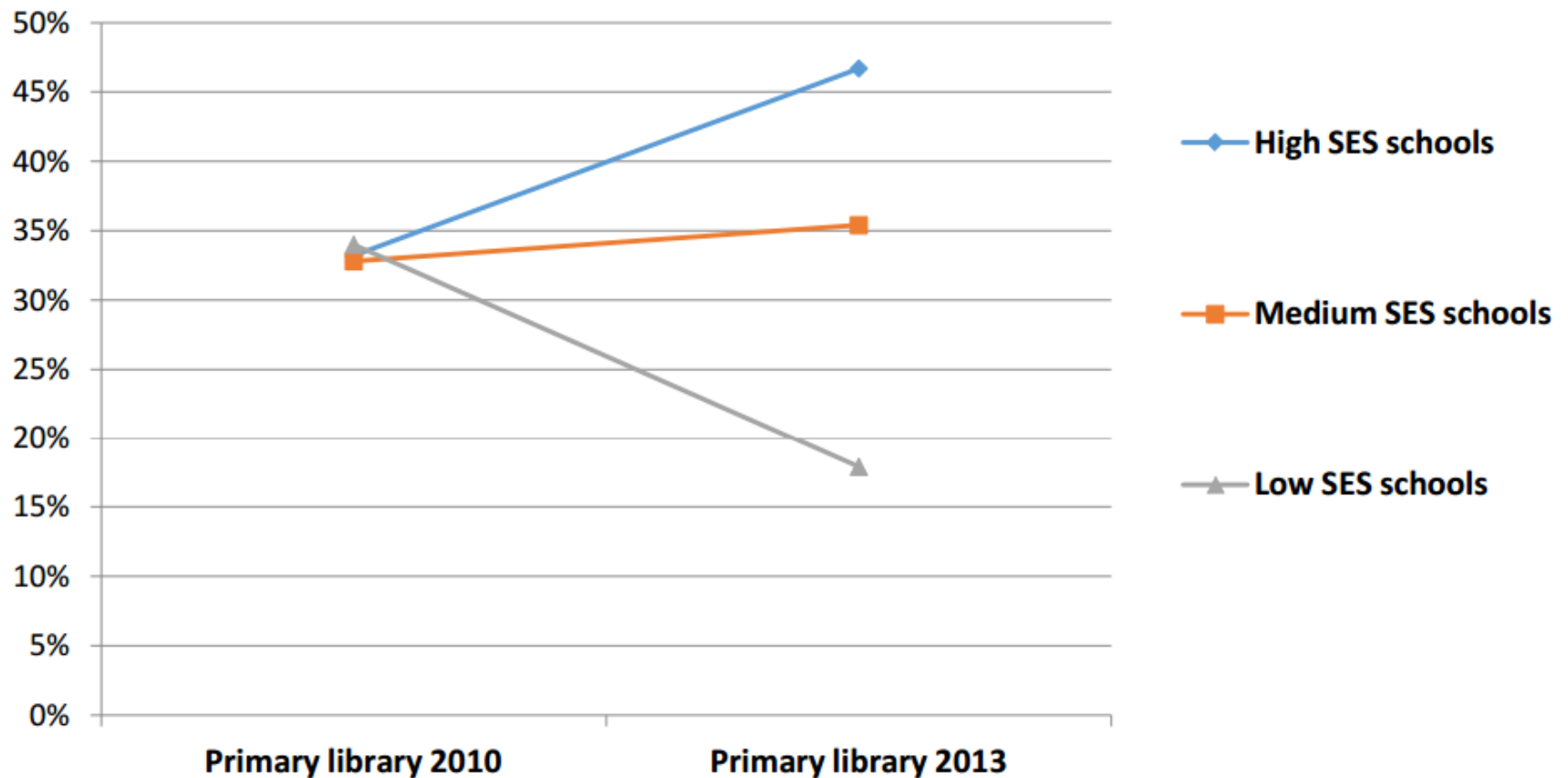
Trends in teachers in library

Chart 1 Trends in total teachers in library 2007-2013



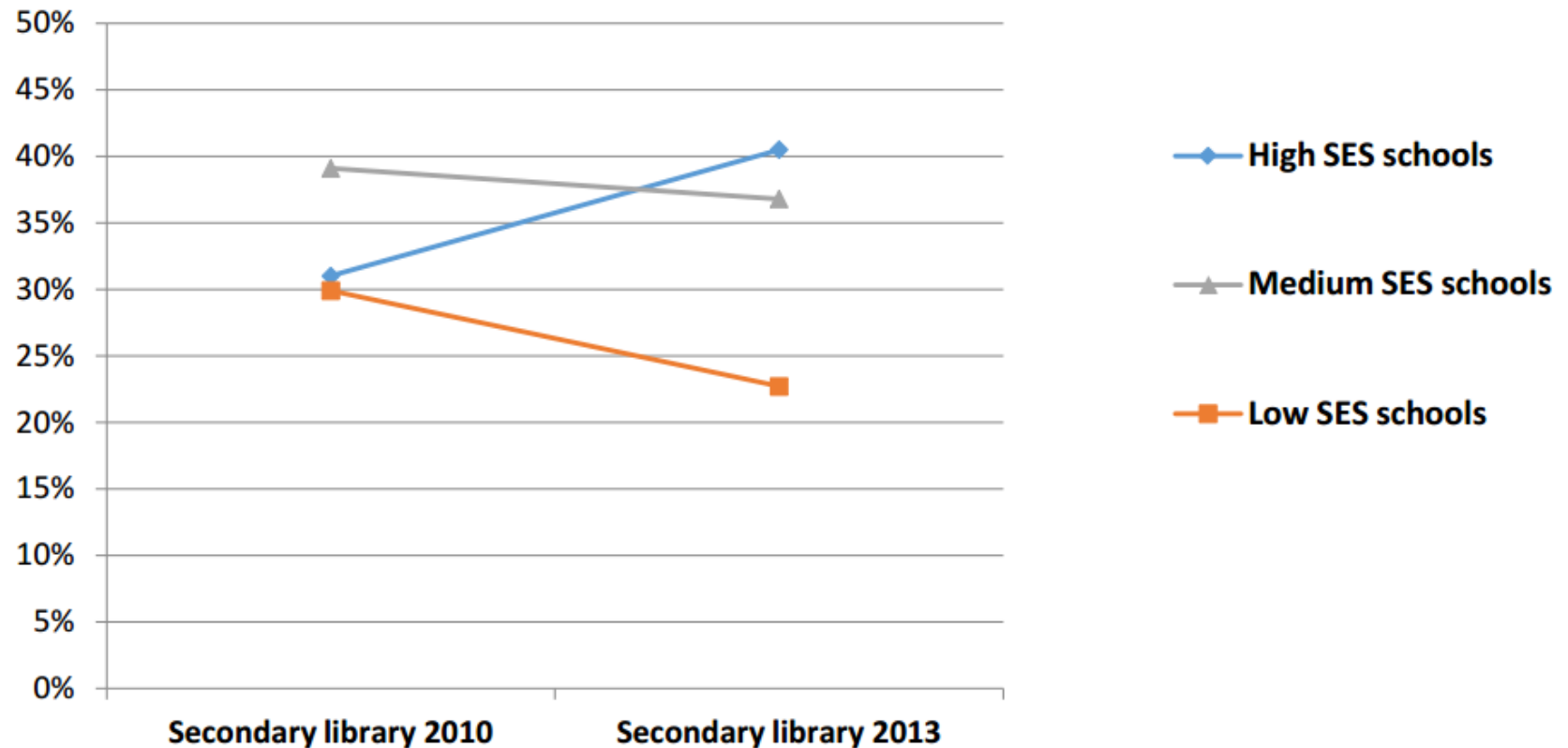
Primary by socio-economic status

Chart 2 Change in distribution of primary teachers in library by SESs of school 2010-2013



Secondary by SES

Chart 3 Change in distribution of secondary teachers in library by SES 2010-2013



Average age of teachers in library

Chart 4 Average age of primary teachers 2010-2013

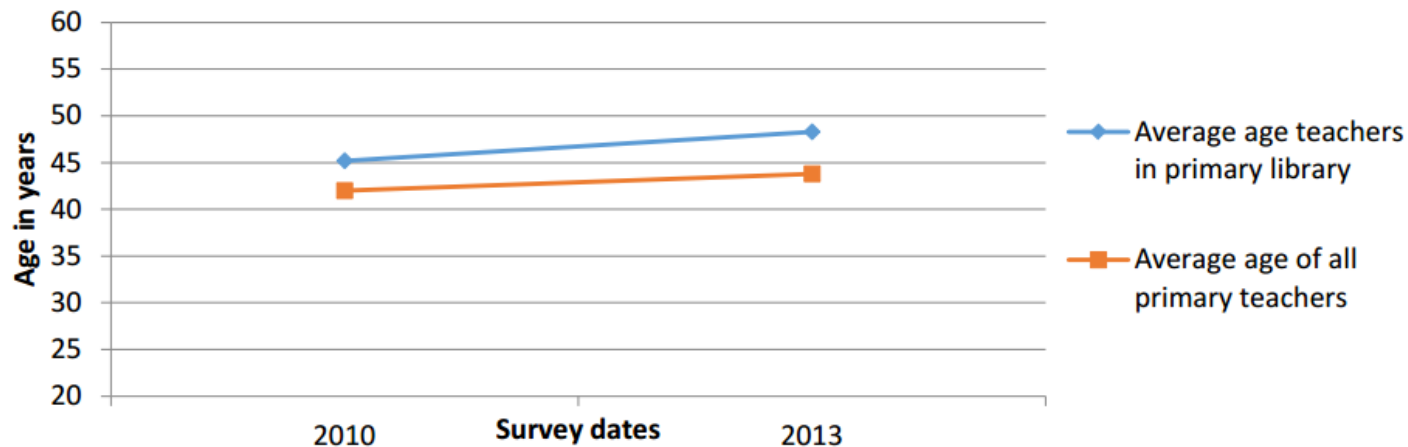
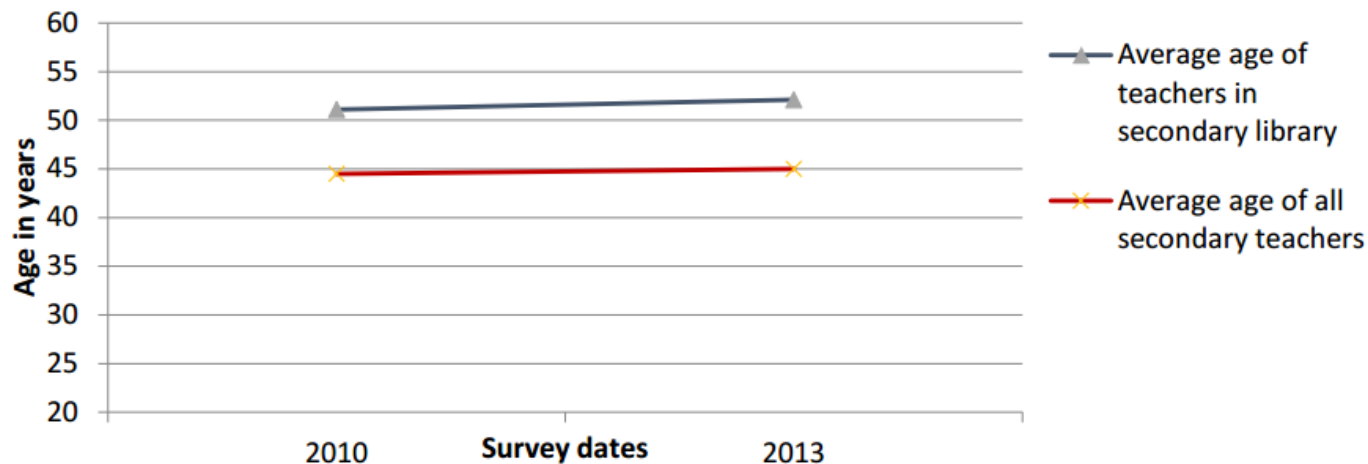
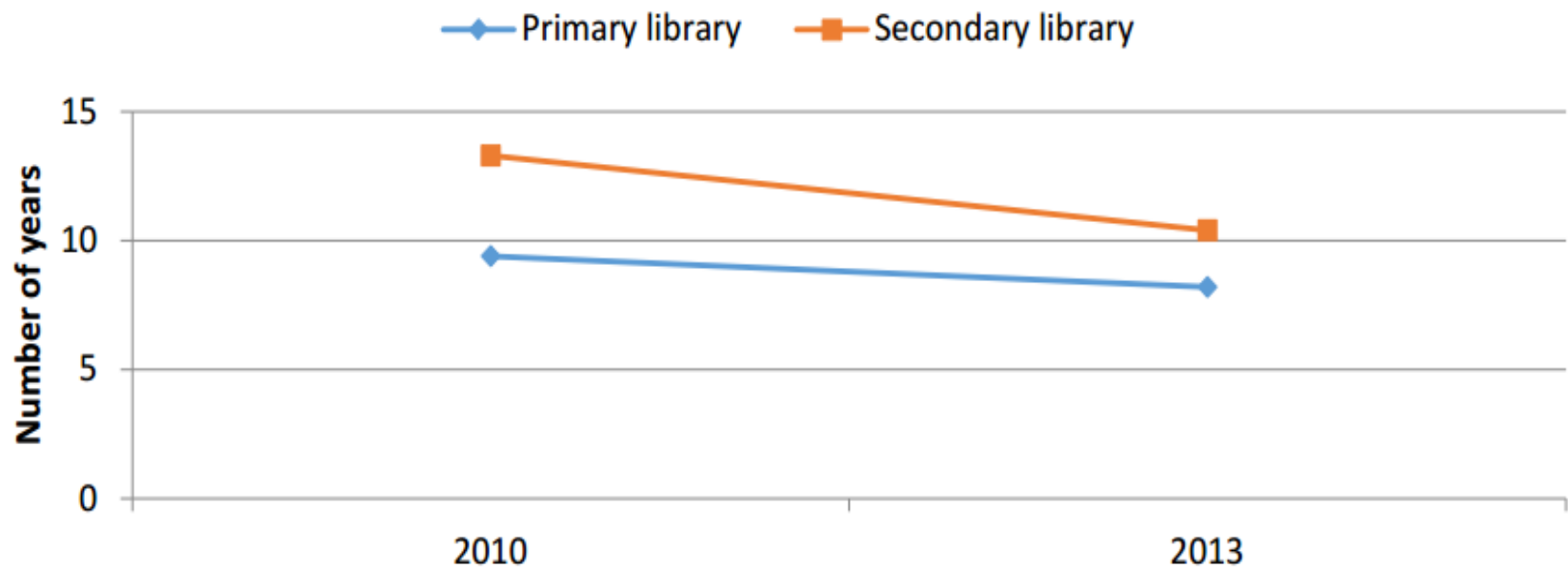


Chart 5 Average age of secondary teachers 2010-2013



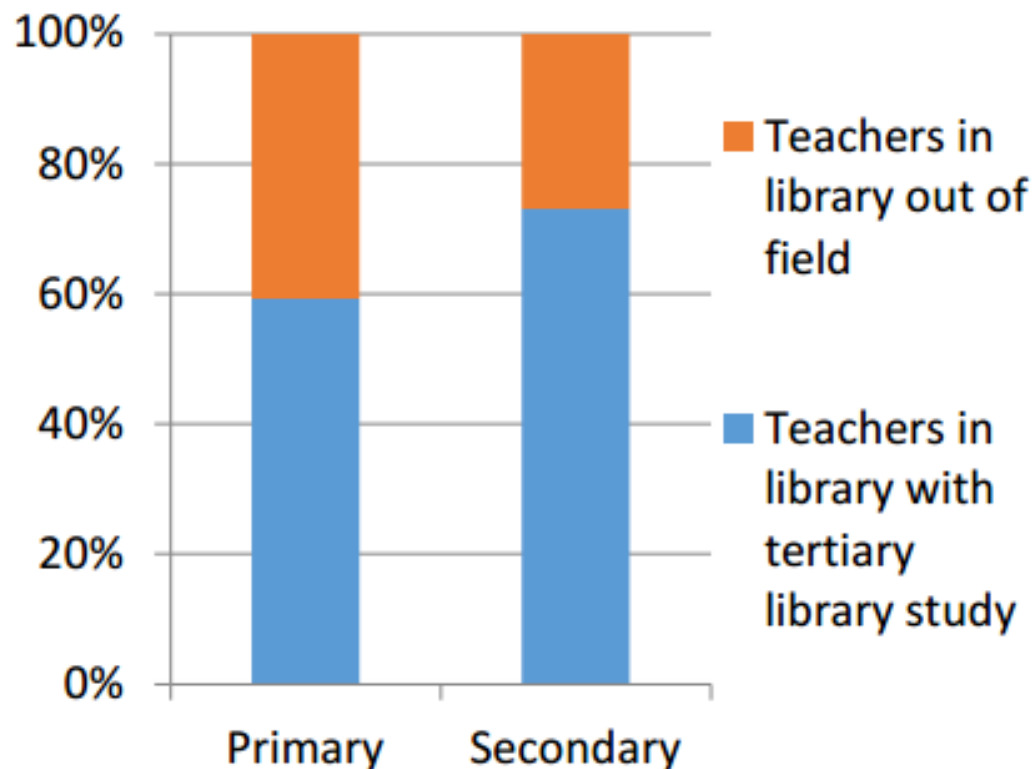
Years of experience in library

Chart 7 Average years' experience of teachers currently in library role



Teachers without library training

Chart 10 Proportion of primary and secondary teacher in library teaching out of field



What the SiAS data doesn't tell us

- School library staff who are not teachers
- State-level data about teachers in library
- School-level data about teachers in library
- Why



Where to now?

Having data is an important first step

more important is

what we do with the data



Questions and discussion

National Education Reform 2014-2019

Commit to the objective that Australian schooling provides a high quality and equitable education for all students

- a. Australian students excel by international standards;
- b. young people make a successful transition from school to work and/or further study;
- c. all children are engaged in and benefiting from schooling; and
- d. schooling reduces the educational disadvantage of children, including Aboriginal and Torres Strait Islander children and children from low socio-economic status backgrounds.

Agreement to work together

To develop, publish and disseminate evidence on what works best in schools to support the achievement of the agreed national objective and outcomes, including by:

- researching, sharing and evaluating improvement and innovation strategies;
- taking account of national and international trends associated with school performance and education outcomes; and
- examining the impact and effectiveness of Australian school education across policy and strategy, program effectiveness and practice, and implementation in school settings
- monitor teacher supply;
- work together to improve the quality and timeliness of the data that supports the achievement of the objective and outcomes

Lonsdale's 7 gaps (2002)

1. *impact of school library programs on information literacy skills acquisition;*
2. *impact of personal attributes, qualifications and roles of school librarians on student learning;*
3. *impact of school library interventions on particular groups of disadvantaged and at risk students;*
4. *impact of school library interventions on students' confidence, motivation and self-esteem;*
5. *why the influence of school libraries on the learning of students in upper secondary school is apparently less than at the junior levels;*
6. *qualitative methods that will enable the more intangible effects of school library programs on student learning to be measured*
7. *national trends in school library staffing in Australia as well as any significant differences in roles, responsibilities, training and working conditions among systems.*

The know-do gap

The gap whereby people with the ability and authority to use good information to design their action either

- *Don't know* – that the information exists, or what action to take, or
- *Don't understand* – the information, what it means, why it is important, or
- *Don't care* – see the information as irrelevant, not beneficial to their agenda, or
- *Don't agree* – think the information is misguided or false.



Improving Learning

Australian Council *for* Educational Research