



PRESBYTERIAN LADIES' COLLEGE  
A COLLEGE OF THE UNITING CHURCH IN AUSTRALIA

# New role of the Teacher Librarian

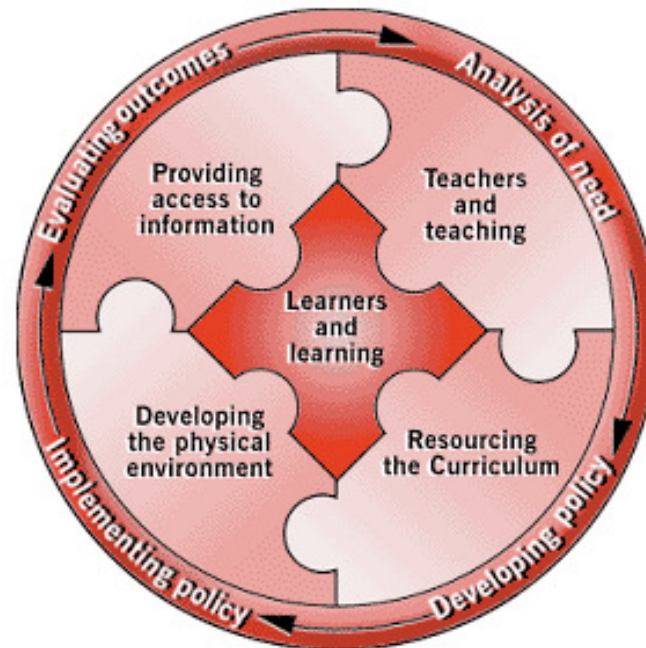
Gary Green: Director of Library



Changes and challenges



# Role of libraries



The Australian School Library Association Inc. (ASLA) is a national authority, a peak forum in the field of teacher librarianship and school library resource services.



# TL staff in in Australian Schools:

- General shortage of teacher librarians
- TLs being employed as subject teachers to fill gaps in staffing allocations
- Move towards employing non teacher librarians in school staffing
- Number of library teaching positions numbers falling



# TL staff in in Australian Schools:

- Number of library teaching positions numbers falling
- More towards evidence-based practice for accountability purposes
- (<http://www.asla.org.au/research/population.htm>)



# The big question is....

- *How well have we positioned ourselves in school libraries to meet differing school needs, significant curriculum innovations, myp and other challenges?*



## Some personal questions:

- Are we slow to embrace changes?
- How credible are we seen as advocates for change?
- Are 'functions' more important than learning?



# For discussion?

- What's your pedagogy? If you had to articulate what you do in less than 25 words, what would you say? (Use your TTB to map out your thoughts first)



# Information Literacy - is it enough?

- Define
- Locate
- Select
- Organise
- Create
- Evaluate



# Information literacy Focus:

- Information literacy is about *finding* and *using* information but.....
- Process driven, linear, evaluation at end
- Emphasis on low level thinking (finding) stages rather than high level ones?
- What's the fit with MYP philosophy as a “stand alone” tool?



# What's our 3 'G' role then?

- Generalists
- Gypsies
- Gamblers





# Generalists:



- Approach what we do from a 'thinking' construct rather than a process-driven one
- Understanding of contemporary pedagogy such as MI/learning+thinking styles + questioning



# Gypsies:



- Our 'learning spaces' are no longer just in the library
- Our 'library' environment must reflect flexibility and collaboration



# Gamblers:

- Flexible
- Innovative
- Responsive to our learning environments
- Credible and create opportunity
- Offer something teachers need that they can't already do but need to know





# TL 'Toolkit'- some essentials!

- Look at your specific needs at school and identify the gaps
- Flexibility - role and learning approach
- Thinking and learning styles + MI
- Questioning (3W's)
- Understanding of what makes up this thinking curriculum



# Learn, think, do

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## my learning profile

who am I?  
how do I know?



### Learn

How do I learn?  
Seeing (Visual)  
Listening (Auditory)  
Moving (Kinaesthetic)

### Think

What do I do with information when it goes into my brain?

### Do

If given the choice, how do I prefer to show what I know or have learned?



# Questioning - 3W's or 3 Whats:

- WHAT does it mean? (remember + understanding)
- So WHAT does or *could* or *would* it mean? (apply + analyse)
- Now WHAT? (*evaluate + create*)



# The 'big question is...

- Your starting point *has* to be.....
- *What's the thinking in this?* (critical, creative or metacognitive?)
- How will we jointly go about creating these learning opportunities?



# 'Thinking' Curriculum =

- Critical thinking (including information literacy (*incoming*))
- Creative thinking (*outgoing*)
- Metacognition (*outgoing*)



## *Critical thinking:*

- Plan (strategy)
- Forecast (predict)
- Communicate (own and others' views)
- Decision-making (process)
- Evaluation (on-going)



## *Info Literacy - critical thinking:*

- Engaging (EFQ Check!)
- Navigating (to, within and around resource)
- Processing (gathering, recording, evaluating relating it to my query and the wider world context)



## *Creative thinking:*

- Fluency (big ideas)
- Flexibility (alternatives)
- Originality (new or unusual)
- Elaboration (expand on an idea)



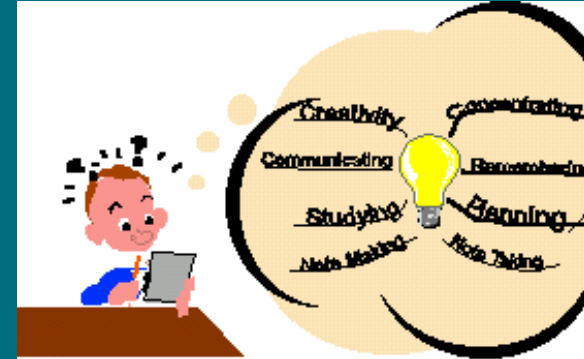
# *Metacognition:*

- Self reflection for improvement (on-going)
- Use of triggers such as Habits of Mind to stimulate reflection questions



# Work sample Links:

- Note making
- Science
- English
- Humanities
- Plagiarism





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