

## SCHOOL LIBRARIES

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Teacher librarians in Australia and school library teams in New Zealand make up a sizeable percentage of qualified librarians in their respective countries because of the large numbers of schools in those countries, thus school libraries have an important role to play in the overall provision of library services to the populations of these countries and in particular to the children of school age. The importance of school libraries and their staff in developing adult citizens who have the requisite information literacy skills to play an active part in the democracy of the two countries is often underestimated. This is not to say that school libraries only exist to fulfill a utilitarian role of helping to producing the nation's workforce because teacher librarians and school library teams seek to engage their students in the world – both print and digital – of information. School libraries in Australia and New Zealand have moved away from their traditional roles of providing books – often mainly fiction – to school students and their focus is now firmly related to the school curriculum and to how and what students learn in and out of school. This chapter will examine:

- The role of the school library
- School library standards
- School library staffing and the role of the teacher librarian and school library team
- Information literacy in schools
- School library collections
- The use of ICT in school libraries

and will highlight the similarities and differences between school libraries in Australia and New Zealand.

### THE ROLE OF THE SCHOOL LIBRARY

School libraries across the world exist to play an active part in developing learning amongst students in the school, and in Australia and New Zealand the role of the school library is defined in relation to the learning and teaching context within which the school library exists. In Australia, the Australian School Library Association (ASLA) states that the “School library and information programs and services are integral to the goals of the school and the aims of the school curriculum” (ASLA 2004a, paragraph 1). Since the goals of all schools will be to develop student learning, the school library will have this as its dominant role. In New Zealand, the Ministry of Education and the National Library of New Zealand (2002:4) hold that “The school library or information center is at the center of school life

and learning programs in both primary and secondary schools.” The role of the school library will thus be central to the development of learning in the school.

In both countries, it can be seen that the key role of the school library outlined above is centered on *learning* i.e. not on the provision of information resources. School libraries have moved on from having a primarily *support* role in the school to having a more active and central role, and this new and much more education-orientated role for the school library will also have an effect on the role of the teacher librarian or school library team. The key aspect of this role is the development of information literacy amongst students in the school and this role is expanded on in the section on information literacy below.

All other roles of the school library will therefore be subservient to the main role of actively developing learning and information literacy in the school. School libraries have a clear role in providing learning resources in schools but in a different sense from other libraries such as children’s libraries in the public library sector. While school libraries provide students with fiction, the *main* aim of the fiction collection will not be for leisure but to improve the students’ literacy and appreciation of literature. ASLA (2004a, paragraph 1) argues that excellent resource provision will ensure that

- every student has access to a variety of quality, relevant, accurate and current information resources;
- students’ personal growth is supported by resources which meet their developmental needs and interests;
- teachers’ effectiveness is enhanced by access to recent curriculum and professional development material.

The ASLA (2004a) policy statement also states that effective resource provision must include learning resources, which are professionally organized, and that access to these resources is suitably provided. The school library in Australia also has a role to provide access to resources outside the school and this will include access to other libraries and organization in the local community as well as on a wider scale. With the present ubiquity of the Internet, providing access to the web is now a key role for the school library. The ASLA (2004a) statement identifies key roles for the teacher librarian in managing funds to provide relevant resources and in drawing up a school collection management policy.

In New Zealand, the Ministry of Education and National Library of New Zealand (2002:13) states that the library’s role in resource provision includes

- coordinating the management of the school’s information and learning resources and making them accessible to the school community and beyond;
- ensuring effective access to all of the school’s learning resources through an automated library system.

It also recommends that the school library play a leading role in providing web access for students and identifying key sites as learning resources. Another significant role identified by the Ministry of Education and National Library of New Zealand (2002:11) is in relation to inclusivity and argues that “The library should be for everyone in the school community – for people of all ages, levels, and backgrounds.”

## SCHOOL LIBRARY STANDARDS

In Australia, the most recently published standards for school libraries are in relation to ‘the professional knowledge, skills and commitment demonstrated by teacher librarians working at a level of excellence’ and the standards (ASLA 2004b:1) examine the levels of excellence which Australian teacher librarians should aim for in order to provide a high standard of teaching and library practice. The standards (ASLA 2004b:1) define a teacher librarian as a dually qualified member of the school staff who will “support and implement the vision of their school communities through advocating and building effective library and information services and programs that contribute to the development of lifelong learners”.

The standards also examine what excellent teacher librarians will know, including an understanding of the school curriculum and learning and teaching within curricular subjects but also across the curriculum, as well as the management of the library and its resources, including extensive use of ICT. The standards (ASLA 2004b:2-3) indicate that excellent teacher librarians “are well-informed about information literacy theory and practice” and that in practice, they “collaborate with teachers to plan and implement information literacy and literature programs that result in positive student learning outcomes.” The standards are recognized as being valuable for the development of teacher librarians as excellent school professionals, but there is (anecdotal) concern that the standards might be used by school principals as actual expectations of all teacher librarians rather than as goals towards which teacher librarians might aim.

Although in New Zealand, there are no formally entitled school library standards, the Ministry of Education and National Library of New Zealand (2002) document is viewed as a set of standards that can be updated. These standards identify “six guiding principles, which together provide a flexible framework to guide all New Zealand schools in developing and improving their libraries” (p. 14). The principles relate to

- information literacy in which ‘The school library is a *learning environment* central to the development of an information-literate school community’ (p.14);
- reading, where the school library is seen as a key factor in developing reading habits in students;

- access, in which “The school library is a *hub and interface* with organized systems for accessing and managing information and resources” (p.14);
- information resources, in which the school library is seen as collecting and managing relevant learning resources for the school; and
- place, in which “The school library is a student-centered *facility* designed to play a key role in the intellectual, educational, and cultural life of the school” (p.14).

Thus, the New Zealand standards, like their Australian counterparts, set high goals for schools and school library staff, and it is in the area of staffing that the key differences lie between the Australian and New Zealand school libraries.

## **SCHOOL LIBRARY STAFFING AND THE ROLE OF THE TEACHER LIBRARIAN OR SCHOOL LIBRARY TEAM**

In Australia, in most primary and secondary schools, the teacher librarian is a person who is a qualified teacher who is also a professional librarian. ASLA (2004b:1) states that ‘A teacher librarian holds recognized teaching qualifications and qualifications in librarianship, defined as eligibility for Associate (i.e. professional) membership for the Australian Library and Information Association [ALIA].’ An important to make here is that Australian teacher librarians are *paid* on teacher scales and their level of salary is related to their status in the school, e.g., some teacher librarians are recognized as heads of department. There is no definitive level of staffing in Australian schools although it is clear that independent schools often have much higher levels of staffing than government schools. For most secondary schools, either in the public or private sector, the minimum staffing is likely to be one teacher librarian plus clerical staffing and the level of clerical staffing usually relates to the size of school in relation to student numbers. As in other parts of the developed world, the teacher librarian profession is an aging one and there is a shortage of teacher librarians. This is reflected, for example, in the policy of the New South Wales Department of Education to sponsor students undertaking the Postgraduate Diploma in Teacher Librarianship at Charles Sturt University. (New South Wales, Department of Education and Training 2008 and Charles Sturt University 2008).

In New Zealand, school libraries are staffed mainly by professional librarians who are part of a library team. As was found by the Education Review Office (ERO) (2005) report, there is a wide variation in staffing across the country. Professional librarians are, with very few exceptions, only found in secondary schools, and not all secondary schools have professional librarians. A key difference with Australian teacher librarians is that professional librarians in New Zea-

land (i.e., those holding a recognized librarianship qualification but not a teaching qualification) are *paid* at local government salary levels, which are well below teaching salary levels. This system is the same as that pertaining in UK schools, and New Zealand schools have similar problems to the UK in retaining professional staff, who are often attracted away by higher salaries in the private sector or in university libraries. The ERO (2005, Secondary – Less effective practice) reported that thirty per cent of secondary schools did not have adequate library resources and that “In many schools, the library was not adequately staffed, library staff were untrained and the roles of some staff were not clear.” The report stressed, however, that schools with professional staffing were more likely to meet the needs of students and staff and that many school library teams provided an excellent range of services.

The debate over whether school librarians across the world should be qualified as both teachers and librarians continues today. While it is clear that some school librarians without teacher qualifications can and do provide better services and leadership, e.g., in ICT in their schools, than dually qualified teacher librarians in other schools, it is generally accepted that the ideal staffing for a school library is that it should be led by a dually qualified teacher librarian.

The role of the teacher librarian is outlined in the ASLA (2004b) standards cited above, and a number of school library and teacher associations in Australia have statements about the role of the teacher librarian, including the New South Wales Teachers’ Federation (2000). A very clear and comprehensive outline is provided by the School Library Association of South Australia (2003), which identifies the following aspects of the teacher librarian’s role:

- teaching and learning, including meeting the aims of the school curriculum and providing students with information literacy skills
- leadership, including taking on leadership roles in the school in relation to information literacy and resource provision
- curriculum involvement, including working collaboratively with teachers in developing information literacy across the school curriculum and advocating the use of ICT in the school curriculum
- management, including effective management of the school library staff and learning resources and contributing to the development of the school intranet
- services, including selecting and organizing the learning resources of the library and promoting services and resources across the school
- literature promotion, including making students aware of the wide range of literature available, including non-fiction and working collaboratively with teachers to promote reading.

It is likely that if this role statement were revised for 2008, then there would be a greater emphasis on the use of ICT in the school library and on the mediation of digital resources for students. Herring (2005) states that increased use of the web in schools, the development of school intranets, including school produced learn-

ing websites for students can be seen as a threat and an opportunity in relation to the role of the teacher librarian. Herring (2005) also argues that teacher librarians who do not move with the ICT times are likely to find that their role in the school is diminished.

In New Zealand, the role of the school librarian is more often incorporated into statements about the role of the school library team. The National Library of New Zealand (2007) provides guidelines for potential job descriptions for school library staff, including teacher librarian and library manager/librarian, although as noted above, most professionals who work in school libraries in New Zealand are school librarians, i.e., fit into the library manager/librarian category. The role of the teacher librarian, according to the National Library of New Zealand (2007:10) includes a responsibility to 'Promote information literacy across all year levels and curriculum areas'; manage the library staff, budget, resources and ICT in the library; and liaise with external bodies such as the national school library association. For the library manager/librarian, the National Library of New Zealand (2007 p.13) identifies the role as including providing 'Support the development of information literacy' in the school; effectively managing the school library systems and procedures; ensuring the 'Provision of high quality resources, including online, that meet the reading and information needs of the school community' (p.14); and liaising with external agencies.

In comparison with the role cited for the Australian teacher librarian, the National Library of New Zealand (2007) appears to have a restricted view of what might be achieved by a teacher librarian in particular, although the report does indicate that each school will identify key roles and responsibilities. The role of the library manager/librarian does seem rather limited and it is certain that most secondary schools in New Zealand would want a greater contribution from someone holding that position.

## INFORMATION LITERACY IN SCHOOLS

In both Australia and New Zealand, information literacy has been the dominant theme in school librarianship in recent years, as with school libraries across the world. The increased use of the web as the main resource used by students and teachers to find information (despite the best efforts of some teacher librarians) has highlighted the need for students, teachers and teacher librarians to be information literate, although there is debate about the precise meaning of the phrase 'information literacy'. The most cited definition of information literacy tends to be that of Doyle (1994: 40) who defines information literacy as "the ability to access, evaluate, and use information from a variety of sources, to recognize when information is needed, and to know how to learn" and indicates some of the attributes

that an information literate student might have. Doyle's (1994) definition would, in this author's opinion, be improved by starting with the ability to recognize and define the information need, since finding, evaluating and using information must follow from the premise that an information need has not only been recognized but has been defined and explored, e.g., via a written or mental concept map, so that the information seeker has a clear *purpose*.

In Australia, there has been a plethora of literature on information literacy. In an often cited (and republished) article, Langford (1998:1) posed a number of questions relating to the term "information literacy" including: "Is it a concept or a process? Is it an embodiment of essential skills that have only had name changes over the decades?" More recently, ASLA (2006:8) states that "Information literacy means being information smart", reflecting some of the new terminology of 'smart information users' (Hay and Eyre 2005). One of the most common models of information literacy used in Australian schools is Ryan and Capra's (2001: 3) ILPO model, which has the following elements:

- *Defining*: The stage of formulating questions, analyzing and clarifying the requirements of the problem or task...
- *Locating*: Following the defining stage, the student identifies potential sources of information and is able to locate and access a variety of resources using multiple formats.
- *Selecting/Analyzing*: The student analyses, selects, and rejects information appropriate to the problem or task from the located resources...
- *Organizing/Synthesizing*: In this stage, the student critically analyzes and organizes the gathered information, synthesizes new learning incorporating prior knowledge, and develops original solutions to a problem or task.
- *Creating/Presenting*: The student creates an original response to the problem or task, presenting the solution to an appropriate audience.
- *Evaluation*: In this final stage, the student critically evaluates the effectiveness of his or her ability to complete the requirements of the task and identifies future learning needs.

This model has similar elements to other recognized models of information literacy such as *The Big Six* (Eisenberg & Berkowitz 1990) and *PLUS* (Herring 1996 and 2004).

Examples of how teacher librarians in Australia have developed information literacy programs in their school can be found in most recent editions of the journals *Access* (<http://www.asla.org.au/pubs/access>), *SCAN* (<http://www.curriculum-support.education.nsw.gov.au/schoollibraries/scan/index.htm>) and *Synergy* (<http://www.slav.schools.net.au/synergy.html>). but two examples are provided here.

Ryan and Hudson's (2003) work on developing an effective and evaluated information literacy skills program in a Melbourne school demonstrates how teacher librarians can have an impact on student learning and the school curriculum. A key feature of Ryan and Hudson's (2003) program was to integrate information

literacy development *within*, and not separate from, the school curriculum. The Year 7 (first year high school) students used a series of scaffolds developed by the teacher librarians who collaborated closely with teachers and this enabled the students to have a focal point for planning their assignments, i.e., defining purpose, finding relevant information, reading for information, taking meaningful notes and avoiding plagiarism, and writing or presenting the assignment. Ryan and Hudson's (2003) approach was to give students a series of questionnaires which evaluated how well students were able to take a holistic view of their assignments and they found that students who were in the early stages of Year 7 did not do this but focused too much on finding information. As students progressed through the year, the subsequent questionnaires showed that most students' understanding of their information literacy skills had improved, particularly in relation to the way in which students could examine their initial purpose and relate finding and using information to that purpose.

Fitzgerald (2007) worked with teachers in her school to examine the impact of a 'guided inquiry' approach to developing information literacy skills with Year 7 students. The approach is based on the work of Todd and Kuhlthau (2005), and Fitzgerald (2007, p. 30) notes that guided inquiry involves 'targeted instructional interventions of a school librarian and classroom teacher teams that guide students through curriculum based inquiry units'. The aims of the project were to identify which interventions were most appropriate and included asking students to identify their own strengths and weaknesses in their use of information literacy skills. Students were also encouraged to develop their own personal approaches to completing the stages of doing an assignment. Fitzgerald (2007, p. 33) outlines the findings of the study and states that students were 'relatively unaware and inarticulate about their process of doing research' and that, with the support given, students demonstrated "high interest and a move towards deep knowledge of their topic." Fitzgerald (2007:35) sums up the guidance that might be given to other teacher librarian/teacher teams by stating "Provide students with an engaging research task...Teach them how to build deep knowledge and understanding, and guide them at every stage of the process." This last piece of advice is perhaps the most important in that there is much anecdotal evidence that students are supported very well at the *early* stages of completing an assignment but that guidance often falls away when students have to read, evaluate, understand and *use* the information they find.

The published research and literature on information literacy in New Zealand is less in quantity but not in quality. The early work of Gawith (1987) led the way to subsequent research and the development of Gawith's (2000, paragraph 1) "3 doors to information literacy" model has been influential in the development of information literacy in New Zealand schools. Gawith (2000) describes her model as "a complex learning/teaching model covering emotional, social and cognitive dimen-

sions of learning and embracing many skills and strategies. It has been extensively and successfully trialed over five years of research.” The work of Moore (2001 and 2002) has been particularly influential in how information literacy has been highlighted as a key educational concept in the school sector, and her work is regularly cited in later publications.

The National Library of New Zealand (2005:2) identifies a range of “critical factors” for schools wishing to develop information literacy and these include:

- school’s staff share an educational philosophy of and a commitment to a school-wide information literacy program in which the library plays a critical role.
- Library staff have information literacy expertise and work collaboratively with all teaching staff in the information literacy program.
- All school staff practice and model information literacy skills and behaviors.

The third point here is a crucial one since across the world one of the key limiters to the success of information literacy programs in schools has been the lack of emphasis on information literacy skills *in the classroom* as opposed to in the school library.

The School Library Association of New Zealand (SLANZA) (2006, p.1) reviewed a range of literature and models in information literacy from around the world and decided to create its own model for New Zealand, with the aim ‘To create and publish an information processing model that can be used by all sectors of the compulsory education sector’. The SLANZA (2006, p.3 ) model is similar to other models in that its elements are:

Defining  
Locating  
Selecting Processing  
Organizing  
Creating/ Sharing  
Evaluating.

One of the advantages of the SLANZA (2006) model is that it has incorporated some topical concerns that have not been highlighted so prominently in previous models, such as plagiarism.

Probert (2006) reports on a study undertaken in New Zealand schools that highlighted a lack of understanding on the part of teachers in relation to the concept of information literacy, and Probert (2006) states that many teachers viewed the concept as relating to ICT. The outcomes of the study, according to Probert (2006) demonstrate the need for teachers to have a greater understanding of the concept as well as the practice of information literacy in schools. This reflects a similar need in many countries across the world.

## SCHOOL LIBRARY COLLECTIONS

School library collections could once be identified as what was held in the school library, i.e., what could be *seen* on entering the library plus what had been borrowed and what the teacher librarian held in separate storage, such as newspaper clippings files. The advent of digital resources has transformed that model and in today's school libraries in Australia and New Zealand, as elsewhere, what is *not seen* on entering the library can be of more educational value than what is seen. The challenges for teacher librarians and school library teams are to identify the needs of their community of users, develop a collection development policy, evaluate then select materials, and organize these materials for access.

In Australia, the book by Dillon et al (2001) was influential in gathering together a coherent set of chapters on aspects of collection development and stressed the need for teacher librarians to be aware of their community's needs *before* developing print and digital collections. This emphasis on user needs is very important and Kerstjens (2006, Book end, paragraph 1) argues that teacher librarians are key to developing learning resource collections in school libraries because "They understand the resource needs of teachers". If school library collections are not to be seen as the province only of the teacher librarian, it is important for the teacher librarian to publicize the availability of learning resources amongst school staff and involve the staff in the selection of these resources. This is reflected by Queensland Government Library Services (2006, paragraph 1) that states that "A well-developed school resource centre collection is achieved if selection is a collaborative operation involving the teacher-librarian, key staff members and where appropriate, students and parents."

Developing a collection development policy is seen as key element in providing a school library collection that meets the needs of the school community and the development of such a policy is emphasized in a number of Australian states and territories by the relevant department of education. For example, in Western Australia, the Department of Education and Training states that a collection development policy should be based on the school philosophy and be part of the overall school development plan, and should contain statements of policy on:

- introduction: scope and role of the collection, source of funds;
- selection policy;
- weeding policy;
- challenged material policy, and
- donated material policy (2008, paragraph 2).

Two of the most recognized examples of collection development policies in schools are those of Braxton (2004) and Horton (2004). While collection development policies for Australian school libraries have been developed in recent

years, it is clear that guidelines provided by various departments of education are out of date in that they fail to take enough account of the development of *digital* collections in school libraries. In particular, new sets of guidelines are needed for teacher librarians who develop mediated collections of websites on particular curricular topics. This in-school development of learning resources is not often catered for in school library development policies.

The key to successful school library collection development lies in selecting the appropriate resources and while this aspect is emphasized in collection development policies, it is often underdeveloped or appears to be less important than the more administrative aspects of acquisition, weeding or challenged materials. Tanner states that the selection of learning resources for the school library should follow established selection principles but should also include:

- ensuring the selection of relevant and high quality digital resources that are tailored to the library's specific mission, goals priorities and user needs.
- applying equivalent evaluation standards in digital resource selection" (2001, Collection management issues, paragraph 1).

The Tasmania Department of Education (2007, Selection criteria) identify a range of selection criteria including 'purpose', 'suitability', 'production', 'value for money', and 'equal opportunities', and similar guidelines can be found in other department of education guidelines across Australia as well as in individual school library policies. While these criteria are generally useful and fit well with print collections, they do not reflect the increasing use of digital learning resources in schools. Spry and Hayman (2008) emphasize this point by posing the questions: "How can a school library build the best possible collection of learning resources, taking advantage of user contributions while maintaining the integrity and educational value of the collection? How can we develop collection policies for this new environment and what is the most effective way to manage a collaboratively built collection?"

In New Zealand, the issues relating to collection development are very similar to those in Australia. The National Library of New Zealand (2007:3) has produced guidelines for school library teams and identify the process as shown in Figure 1 below.

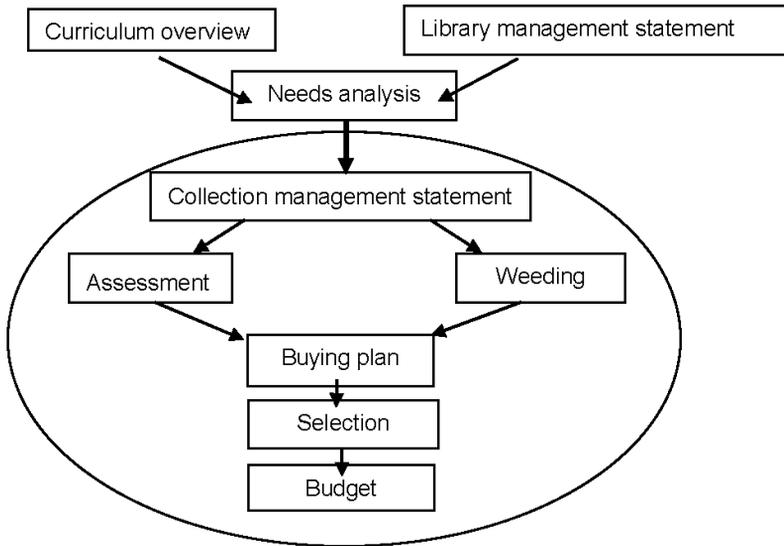


Figure 1 Collection management process

It is clear that there is a commendable emphasis on assessing user needs in the National Library of New Zealand's (2007) recommendations. One aspect of collection development, in terms of *access* to information in New Zealand schools is the availability to all schools of the EPIC databases. The National Library of New Zealand (2008) notes that "EPIC (Electronic Purchasing In Collaboration) is a venture between New Zealand libraries and the Ministry of Education. EPIC provides schools with access to an unparalleled range of electronic resources from the following database providers: EBSCO, Encyclopedia Britannica, Oxford Online, Proquest, Thomson Gale. The EPIC databases are available to all New Zealand schools and this is one area in which resource provision in New Zealand is better than that in Australian state schools although many independent Australian schools purchase some of the databases included in the EPIC package.

There is debate in the global world of librarianship as to whether the organization of school library resources should be included in the area of collection development but this author takes the view that a collection can only be developed if it is easily accessible in both physical and virtual form, so that users can easily find and select by accessing or borrowing resources relevant to their needs. In both Australia and New Zealand, the key service used by schools for cataloguing and classifying school library resources is the Schools Cataloguing Information Service (SCIS). The Curriculum Corporation (2007, paragraph 2) states that SCIS 'manages a database of catalogue records producing services and products specifi-

cally for the needs of school and school libraries throughout Australia, New Zealand and overseas. Our customers access the catalogue records over the Internet via SCISWEB<sup>7</sup>. The advantages for teacher librarians and school library teams is that professional staff no longer have to spend much time in cataloguing and classifying learning resources, and this time can be more productively spent supporting students and staff in their use of learning resources.

## THE USE OF ICT IN SCHOOL LIBRARIES

As was noted above, the use of ICT has transformed the school library. The increasing use of web technologies has widened the range of services that can be offered to students and other members of the school community and has enabled teacher librarians and school library teams to become ICT experts in their schools, often leading to innovative ways of connecting students to the learning resources they need. Teaching students how to use the web effectively has been highlighted above as a key part of information literacy teaching in schools in Australia and New Zealand. In both countries, it is important that school library staff are themselves effective web searchers in order to gather together relevant resources for particular curricular topics that students may be studying. One of the key ways in which school library staff have been able to increase student access to relevant and mediated learning resources is through the in-school creation of tools that students can access, and these include school library websites, learning websites, wikis and blogs.

In Australia, Braxton provides a comprehensive guide for teacher librarians wishing to build their own website and notes that a school library website can provide:

- an introduction to and information about your school
- access to materials which help your parent body understand how their children develop and learn
- a virtual staffroom to help your staff develop their professional expertise
- support for the implementation and delivery of the classroom curriculum
- access to a virtual library of selected online resources
- opportunities for students to participate in national and international online learning projects
- opportunities for students to celebrate their learning and share it with the world (2005, Introduction, paragraph 3).

School library websites are less developed in New Zealand schools but an interesting example of involving students in the design of the school library websites is provided by Wellington Girls' College (Techangels 2008).

Designing resources for students to use in school can result in tailored resources for students, in other words, based on the needs of a particular class of students or

a particular assignment in which the students are engaged. Spence (2005) notes that “In my last 3 schools, I have developed a virtual library of pathfinders, hotlists and online assignments with embedded weblinks.” Grantham (2007) discusses the advantage of a virtual library at her school and states that students can be provided with curriculum-relevant links to online resources when undertaking assignments. Grantham (2007) gives a further example of an in-school resource by describing an online discussion group for Year 12 biology students. Herring (2005) notes that the creation of learning websites for students by the teacher librarian and teaching staff can enhance collaboration between school staff, as well as producing neatly packaged learning resources for students.

The advent of Web 2.0 has further increased the opportunities for teacher librarians to create new learning resources for students and school staff. In Australia, O’Connell (2006 and 2007) has been one of the leading advocates of Web 2.0 in the school library community and argues (2006:46) that “We need to look for new ideas and new ways of working with literacy, information literacy, and digital fluency for teaching and learning.” O’Connell’s *Heyjude* blog is a popular source of Web 2.0 learning for teacher librarians in Australia and elsewhere, and O’Connell (2007) notes the possibilities of using blogs, wikis and social networking sites to enhance learning in the school. Wall (2006:30) also promotes the use of Web 2.0 tools in schools and concludes that “Podcasts, blogs and wikis are examples of technologies that are relatively feely available and can be included in a school library as other resources to allow for a variety of learning styles.”

Examples of wikis created by teacher librarianship students at Charles Sturt University in a subject taught by this author can be found at a wiki created by Butson (2007), which is an example of how one student can bring together the work of other students. The use of a wiki in this way is very possible in the school context. Wikis also present teacher librarians who do not have web design skills to create learning websites for their students which can combine curricular material (what the students are taught), mediated online materials (what the students learn for themselves), information literacy advice (how the students can improve their own learning) and assignment information and advice (what the students will create).

The National Library of New Zealand (2008, paragraph 1) has been active in promoting in-service courses for school library teams, aiming ‘To take advantage of emerging technologies that enable school libraries to guide learners effectively through the rich, changing information landscape. Participants will feel increasingly confident and capable incorporating Web 2.0 into school library practice.’ An example of a school using Web 2.0 is Wellington College’s (2008) *The Girvan Library Blog*, which contains book reviews but also student work.

In both countries, the use of ICT in school libraries will continue to develop and school library staff will be able to contribute in particular to growth of online

learning in schools as well as increased use of mobile technologies by students and staff in schools. ICT continues to be a learning journey for school library staff.

## CONCLUSION

This chapter has highlighted some key aspects of school librarianship in Australia and New Zealand but it is not possible to cover all aspects of the topic in such a short space. Thus aspects of management such as budgeting and staff management; of systems management such as the use of integrated library systems; and the social and community role of teacher librarians and school library teams, have not been covered. What is clear is that school librarianship is alive and well in both countries. Australia leads the world of school librarianship in some areas such as staffing and ICT use although there is not an even spread between independent and government schools. Although New Zealand school libraries are generally less well staffed and resourced (apart from EPIC databases), there are some excellent examples of vibrant and innovative practices here. The future of school libraries in both countries will depend, as ever, on government policy and on in-school decisions on funding, but the increased focus on the development of students' information literacy, both within and outside the school, will mean that school libraries, both virtual and physical, will play an important part in the education of both nations' children.

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