

# **VIT Standards and teacher librarian practice**

**Compiled by the Australian Library and Information Association (ALIA) and Victorian Catholic Teacher Librarians (VCTL) Working Party on VIT Standards**

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# VIT Standards and teacher librarian practice

## Background

Since the early 2000s, teacher librarians have had ongoing involvement in the standards movement at the national level. In 2005, the Australian Library and Information Association (ALIA) and the Australian School Library Association (ASLA) published the joint statement: *Standards of professional excellence for teacher librarians*. It outlines the professional knowledge, practice and commitment expected of teacher librarians working at a level of excellence. This statement was developed in the context of standards published by other Australian professional associations for educators. Its major aim was to achieve national consensus on what constituted excellent teacher librarian practice, to inform the profession and enhance student learning outcomes.

Work on standards has continued at the national level with teacher librarians involved in the consultation and validation process. The Australian Institute for Teaching and School Leadership (AITSL) in consultation with national bodies involved in education has published the *National Professional Standards for Teachers*. There are seven standards grouped into three domains: Professional Knowledge, Professional Practice and Professional Engagement. Descriptors are provided at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead. These were endorsed by MCEECDYA in December 2010.

At the state level, the Victorian Institute of Teaching (VIT) developed standards relating to the registration of teachers. These provide benchmarks for the practice of those seeking to be registered as a member of the teaching profession in Victoria. Teacher librarians need to meet these standards to be registered.

## Rationale

The document, *VIT Standards and teacher librarian practice*, has been developed to assist principals, teacher librarians and school communities. The document has the following applications:

- It can be used as a guide when provisionally registered teacher librarians are applying for registration. Qualified librarians who complete a teaching qualification and are seeking registration as a teacher would find this document particularly useful.
- It would be of value to principals who are focussing on the role of the teacher librarian within the school.
- It provides details about teacher librarian practice for those school communities that use the VIT Standards as the framework for their Annual Review Meeting (ARM).
- It can be used in conjunction with *School Improvement Framework in Libraries (SIFiL)*. The indicators could assist library staff to contribute to the school's Self-reflection Report. In addition, the document could be used in the ongoing monitoring of the School Improvement Plan (SIP) and the Annual Action Plan (AAP).
- It provides exemplars of practice for teacher librarians.

## Organisation

The document is in two parts: primary and secondary. The examples in the primary section are drawn from the experience of the working party. The examples in the secondary section are drawn from the ARMs of two secondary teacher librarians.

# **VIT Standards and teacher librarian practice**

## **Part A: Primary**

<b>Professional Knowledge: Standard 1</b> <i>Teachers know how students learn and how to teach them effectively</i>		
<b>Indicator</b>	<b>Practice</b>	<b>Evidence</b>
<i>Teachers draw on a body of knowledge about learning and contemporary research into teaching and learning to support their practice.</i>	<ul style="list-style-type: none"> <li>Professional reading</li> <li>Involvement in PLTs and curriculum staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Professional reading list</li> <li>Meeting minutes</li> <li></li> </ul>
<i>Teachers know the importance of prior knowledge and language for learning and the impact of discussion group interaction and reflection in the learning process.</i>	<ul style="list-style-type: none"> <li>Drawing on previous learning in the library and anecdotal evidence from class teachers</li> <li>Brainstorm/discuss what students already know at the beginning of a unit</li> <li>Develop relevant vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Work program</li> <li>Unit planner</li> <li>Work diary</li> </ul>
<i>Teachers know how to engage students in active learning.</i>	<ul style="list-style-type: none"> <li>Inquiry learning and resource based learning</li> <li>Active listening skills and discussion promoted through the use of literature</li> </ul>	<ul style="list-style-type: none"> <li>Work program</li> <li>Scope and sequence</li> </ul>
<i>Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.</i>	<ul style="list-style-type: none"> <li>Variety of activities to cater for different learning styles</li> <li>Matching appropriate resources to the intended learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Work program</li> <li>Unit Planner</li> </ul>

<b>Professional Knowledge: Standard 2</b> <i>Teachers know the content they teach</i>		
<b>Indicator</b>	<b>Practice</b>	<b>Evidence</b>
<i>Teachers have a sound, critical understanding of the content, processes and skills they teach.</i>	<ul style="list-style-type: none"> <li>Focus on process and skills within the context of the curriculum</li> <li>Information Literacy Process provides a framework for the development of independent learners</li> <li>Training has developed expertise in specific skills related to information literacy and literature</li> </ul>	<ul style="list-style-type: none"> <li>PD</li> <li>Specific teacher-librarian qualification</li> <li>Unit planner</li> <li>Work program</li> </ul>

<i>Teachers can articulate the key features and relevance of their content to their students and others and can demonstrate how it is applied.</i>	<ul style="list-style-type: none"> <li>• Explicitly teaching information literacy and literature skills</li> <li>• Constant refinement of program skills</li> <li>• Raising staff awareness of information literacy and literature skills</li> </ul>	<ul style="list-style-type: none"> <li>• Work program</li> </ul>
<i>Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach.</i>	<ul style="list-style-type: none"> <li>• Selection of suitable electronic and/or print resources to meet students needs and abilities within the context of the unit of work</li> <li>• Collaboration with other staff to raise awareness of resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Work program</li> <li>• Correspondence with staff</li> </ul>
<i>Teachers are familiar with curriculum statements policies materials and programs associated with the content they teach.</i>	<ul style="list-style-type: none"> <li>• Participation in curriculum committees and policy writing committees</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of meetings</li> </ul>

### Professional Knowledge: Standard 3

#### *Teachers know their students*

<b>Indicator</b>	<b>Practice</b>	<b>Evidence</b>
<i>Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning.</i>	<ul style="list-style-type: none"> <li>• Awareness of home/cultural backgrounds</li> <li>• Awareness of special needs students</li> <li>• Discussions with classroom teachers</li> <li>• Knowing students borrowing habits</li> <li>• Development of lunchtime programs based on student interests</li> <li>• Knowledge of standardised test results</li> </ul>	<ul style="list-style-type: none"> <li>• Liaising with student wellbeing coordinator/special needs coordinator</li> <li>• Standardised testing data</li> <li>• Lunchtime program</li> <li>• Student borrowing records</li> </ul>
<i>Teachers are aware of the social cultural and religious backgrounds of the students they teach and treat students equitably.</i>	<ul style="list-style-type: none"> <li>• Knowledge of school profile</li> <li>• Ensure equitable access to library services</li> </ul>	<ul style="list-style-type: none"> <li>• School profile</li> <li>• Library policy</li> <li>• Access hours</li> </ul>

<p><i>Teachers develop an understanding and respect for their students as individuals and are sensitive to their social needs and the way they interact with others.</i></p>	<ul style="list-style-type: none"> <li>• Implementation of whole school rules to the library setting</li> <li>• Conversations with students during class and lunchtimes to develop understanding of individuals</li> <li>• Monitor individual students who are not confident in the social interaction</li> <li>• Liaise with student wellbeing coordinator regarding concerns with individual students</li> </ul>	<ul style="list-style-type: none"> <li>• School rules</li> <li>• Lunchtime program</li> <li>• Diary notes relating to conversations with staff</li> </ul>
<p><i>Teachers know the importance of working with and communicating regularly with student's families to support their learning.</i></p>	<ul style="list-style-type: none"> <li>• Library promotions</li> <li>• Before and after school open access</li> <li>• Articles in school newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletter</li> <li>• School website</li> <li>• Records of Book Week/Library promotion activities</li> </ul>

<b>Professional Practice: Standard 4</b> <i>Teachers plan and assess for effective learning</i>		
<b>Indicator</b>	<b>Practice</b>	<b>Evidence</b>
<p><i>Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.</i></p>	<ul style="list-style-type: none"> <li>• Identifying specific skills applicable to various levels</li> <li>• Attending social welfare meetings</li> <li>• Reviewing test results (NAPLAN, etc...)</li> <li>• Conversations with teachers</li> <li>• Applying our knowledge of literature and information literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Scope and sequence chart</li> <li>• Anecdotal records of conversations and meetings</li> <li>• Surveys of student reading interests</li> <li>• Records of borrowing history</li> <li>• Work program (including focus for each lesson)</li> </ul>
<p><i>Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students.</i></p>	<ul style="list-style-type: none"> <li>• Literature activities, Research activities</li> <li>• Basic library skills</li> <li>• Range of individual, group, whole-class activities</li> <li>• Hands-on, listening, visual literacy skills</li> <li>• Games, sequencing</li> <li>• Range of print and electronic resources in different genres and formats (big books, fiction, non-fiction, eBooks, youtube videos, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• Work program</li> <li>• Collection development policy</li> <li>• Annual library report</li> <li>• Work samples</li> </ul>

<i>Teachers monitor student engagement in learning and maintain records of their learning progress.</i>	<ul style="list-style-type: none"> <li>• Differentiation (Identifying a range of ways for students to achieve the same outcomes to the best of their ability)</li> <li>• Ongoing interaction, observation, and recordkeeping</li> <li>• Student reflections</li> <li>• Teacher reflection and adaptation of lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluations</li> <li>• Reflections</li> <li>• Work samples</li> <li>• Observation notes</li> <li>• Anecdotal records</li> <li>• Borrowing records</li> </ul>
<i>Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.</i>	<ul style="list-style-type: none"> <li>• Student self and peer evaluations</li> <li>• Term/Unit overviews based on evaluation of previous units</li> <li>• Presence at parent-teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Samples of student self-evaluation forms</li> <li>• Student reports</li> <li>• Newsletter articles</li> <li>• Term/Unit overviews available to the public</li> <li>• Scope and Sequence chart</li> </ul>

**Professional Practice: Standard 5**  
*Teachers create and maintain safe and challenging learning environments*

<b>Indicator</b>	<b>Practice</b>	<b>Evidence</b>
<i>Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus.</i>	<ul style="list-style-type: none"> <li>• Welcoming</li> <li>• Range of activities to suit individual needs</li> <li>• Range of resources</li> <li>• Different expectations for students as needed</li> <li>• Catering for their interests</li> <li>• Novel selection/purchasing</li> <li>• Rotating activities</li> </ul>	<ul style="list-style-type: none"> <li>• Opening hours – Advertised on the library door and in newsletters/school intranet</li> <li>• Self-reflection bookmarks</li> <li>• Survey of reader interests</li> <li>• Suggestion box</li> <li>• Work program</li> </ul>
<i>Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.</i>	<ul style="list-style-type: none"> <li>• Developing an understanding of how the library works <ul style="list-style-type: none"> <li>○ Location skills</li> <li>○ Searching skills</li> </ul> </li> <li>• Selection of recreation reading materials</li> </ul>	<ul style="list-style-type: none"> <li>• Work program</li> <li>• Skills overview</li> <li>• Yearly planner</li> <li>• 5 finger guide poster for book selection</li> </ul>
<i>Teachers use and manage materials and resources and physical spaces of their classroom to create a stimulating and safe environment for learning.</i>	<ul style="list-style-type: none"> <li>• Aesthetically pleasing</li> <li>• Clear signage</li> <li>• Designated work spaces for different activities</li> <li>• Layout allows for supervision at all times</li> <li>• Shelving and furniture</li> <li>• Displays for new books</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of the space on the website</li> <li>• Library promotion movie</li> </ul>



<i>Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.</i>	<ul style="list-style-type: none"> <li>• Working within the parameters of the established school rules</li> </ul>	<ul style="list-style-type: none"> <li>• Work program</li> <li>• School rules</li> <li>• School discipline policy</li> <li>• Photo of rules on display</li> </ul>
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**Professional Practice: Standard 6**  
*Teachers use a range of teaching strategies and resources to engage students in effective learning*

<b>Indicator</b>	<b>Practice</b>	<b>Evidence</b>
<i>Teachers communicate effectively with students to make their learning programs explicit, to build rapport and to support their learning.</i>	<ul style="list-style-type: none"> <li>• Whole-group, explicit instruction</li> <li>• Small group application, closely supervised</li> <li>• Peer-teaching once a group has mastered a skill</li> <li>• Selection of literature</li> <li>• Explicitly teaching the steps in the information literacy process</li> </ul>	<ul style="list-style-type: none"> <li>• Work program</li> <li>• Work samples</li> <li>• Unit overview</li> </ul>
<i>Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.</i>	<ul style="list-style-type: none"> <li>• Individualised learning</li> <li>• Open access to the library</li> <li>• Book Club/Book Chat</li> <li>• Literature circles</li> <li>• Inquiry learning</li> <li>• Resource based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Work program</li> <li>• Library open hours</li> <li>• Notes from extracurricular activities</li> </ul>
<i>Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.</i>	<ul style="list-style-type: none"> <li>• Range of hardcopy and electronic resources</li> <li>• Incorporation of a range of ICT resources</li> <li>• Encourage peer sharing of skills and literature</li> <li>• Range of teaching and learning strategies, aligned with individual school practice (inquiry model, brainstorming)</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic folios</li> <li>• Blogs and/or wikis</li> <li>• Photograph and video evidence</li> <li>• MyClasses page</li> </ul>
<i>Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.</i>	<ul style="list-style-type: none"> <li>• Reports</li> <li>• Summary of learning (strengths and areas for improvement), individual and whole-class</li> </ul>	<ul style="list-style-type: none"> <li>• Student reports</li> <li>• Term summaries</li> </ul>

## Professional Engagement: Standard 7

*Teachers reflect on evaluate and improve their professional knowledge and practice*

Indicator	Practice	Evidence
<i>Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.</i>	<ul style="list-style-type: none"> <li>• Evaluation of lessons in the work program</li> <li>• Discussions with teachers</li> <li>• Reviewing units</li> </ul>	<ul style="list-style-type: none"> <li>• Record of reflections</li> <li>• PD Folio</li> <li>• Work program</li> <li>• Post unit reviews</li> </ul>
<i>Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice.</i>	<ul style="list-style-type: none"> <li>• Involvement in curriculum writing teams</li> <li>• Team teaching</li> <li>• Recommendation of suitable resources for units</li> <li>• Library network meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Work program</li> <li>• Minutes from curriculum writing teams</li> <li>• Record of email correspondence</li> <li>• Record of recommended resources (included in unit overviews)</li> </ul>
<i>Teachers identify their own professional learning needs and plan for and engage in professional development activities.</i>	<ul style="list-style-type: none"> <li>• Contribution to professional groups at the committee level</li> <li>• Develop a professional learning plan</li> <li>• Teacher review meeting and subsequent goals</li> <li>• Professional learning networks</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Professional learning plan</li> <li>• Record of PD</li> </ul>
<i>Teachers develop organisational and administrative skills to manage their non teaching duties effectively.</i>	<ul style="list-style-type: none"> <li>• Program planning</li> <li>• Resource management</li> <li>• Budget management</li> <li>• Collection development (including liaison with booksellers and publishers)</li> <li>• Processing resources</li> <li>• Developing websites</li> <li>• Update MyClasses page</li> <li>• Supervision of library monitors, students and other volunteer helpers</li> <li>• Displays</li> <li>• Managing the library software program, including circulation</li> <li>• Resource selection for teachers</li> <li>• Stocktake</li> </ul>	<ul style="list-style-type: none"> <li>• Work program</li> <li>• Collection development policy</li> <li>• Stocktake results</li> <li>• My Classes page/library website</li> <li>• Diary of meetings</li> </ul>

## Professional Engagement: Standard 8

*Teachers are active members of their profession*

Indicator	Practice	Evidence
<i>Teachers contribute to the development of school communities that support the learning and well being of both students and fellow teachers.</i>	<ul style="list-style-type: none"> <li>• Membership of school committees</li> <li>• Involvement in teacher planning</li> <li>• Staff meeting attendance</li> <li>• Professional development sessions for staff</li> <li>• School extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of meetings</li> <li>• PD Notes</li> <li>• Copy of presentation to staff</li> </ul>
<i>Teachers work effectively with other professionals, parents/guardians and members of the broader community to provide effective learning for students.</i>	<ul style="list-style-type: none"> <li>• Communication with parents via newsletter</li> <li>• Open access before and after school</li> <li>• Volunteer parents assisting in the library</li> <li>• Organising incursions</li> <li>• Presentations at parent nights/days</li> <li>• Open day activities</li> <li>• Book Week</li> <li>• Kindergarten visits to the library (orientation activity)</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletter articles</li> <li>• School calendar</li> <li>• Photographs of events</li> </ul>
<i>Teachers promote learning, the value of education and the profession of teaching in the wider community.</i>	<ul style="list-style-type: none"> <li>• Promotion of book week and reading via school website or newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• School website</li> <li>• Newsletters</li> </ul>
<i>Teachers understand their legal responsibilities and share responsibility for the integrity of their profession.</i>	<ul style="list-style-type: none"> <li>• Raise awareness of copyright laws</li> <li>• Develop strategies to combat plagiarism</li> <li>• Promote copyright free resources</li> <li>• Constant student supervision in the library</li> <li>• Attend staff PD relating to legal liability</li> <li>• Promote the ethical use of licensing for electronic resources</li> <li>• Co-curricular licence requirements</li> </ul>	<ul style="list-style-type: none"> <li>• School policy</li> <li>• Work program</li> <li>• Copyright signs</li> <li>• Minutes of PD</li> <li>• Library catalogue showing licence agreements</li> </ul>

# **VIT Standards and teacher librarian practice**

## **Part B: Secondary**

- **Response 1: Secondary teacher librarian, not in charge**
- **Response 2: Secondary teacher librarian, in charge**

Professional Knowledge: Standard 1 <i>Teachers know how students learn and how to teach them effectively</i>	
Characteristic	Example Response
<i>Teachers draw on a body of knowledge about learning and contemporary research into teaching and learning to support their practice.</i>	<b>Response 2</b> I read widely about research into learning published in professional journals and our program is adjusted annually to reflect the priorities that emerge from the results of our own research with the Information Literacy Program. <b>Evidence:</b> Report from Information Literacy Program for the current year and my professional reading list for the current year.
<i>Teachers know the importance of prior knowledge and language for learning and the impact of discussion group interaction and reflection in the learning process.</i>	<b>Response 2</b> Part of the process of introducing a new assignment is a brainstorm which draws on the students' prior knowledge. In addition the introductory activities focus on the vocabulary that the students will meet as they explore the topic. This year the Smart Board has been used extensively to enhance our introductory sessions. <b>Evidence:</b> Unit planner and assignment teaching notes.
<i>Teachers know how to engage students in active learning.</i>	<b>Response 2</b> Resource based learning as practised in the Library is about the students learning the skills to interact successfully with the resources, whether print or electronic. These skills are taught sequentially and in increasing levels of sophistication. <b>Evidence:</b> Report from Information Literacy Program for the current year.
<i>Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.</i>	<b>Response 2</b> The Information Literacy Program is designed to enhance the learning opportunities of students by ensuring that they acquire a range of skills and attitudes related to information gathering, analysis application and evaluation. Differentiation by matching students with appropriate resources has been extended by focussing on allowing for variation within the tasks. <b>Evidence:</b> Report from Information Literacy Program for the current year as well as Unit planner and assignment teaching notes.

Professional Knowledge: Standard 2 <i>Teachers know the content they teach</i>	
Characteristic	Example Response
<i>Teachers have a sound, critical understanding of the content, processes and skills they teach.</i>	<p><b>Response 1</b></p> <ul style="list-style-type: none"> <li>• Worked with classroom teachers across all year levels and subjects to provide information and research skills to students as negotiated/ requested.</li> <li>• Discussions with teachers on what should be covered. Often have to modify what can be done based on time available.</li> <li>• Concerned that not all year 7 students are getting sufficient sessions to cover all aspects of research skills from TLLs.</li> <li>• Wider reading and Literature circles with English classes.</li> <li>• Knowledge of books and reading abilities and interests of students allows for recommending appropriate books to students.</li> </ul> <p><b>Evidence:</b> Unit planner and teaching notes</p> <p><b>Response 2</b></p> <p>All the Units taught in the Library are in the context of the curriculum content of particular domains. Because I have been involved in unit writing with domain teams, I understand the content processes for each subject. The learning tasks are designed to include skills and content relevant to the subjects as well the Information Literacy Process and skills.</p> <p><b>Evidence:</b> Unit planner and assignment teaching notes.</p>
<i>Teachers can articulate the key features and relevance of their content to their students and others and can demonstrate how it is applied.</i>	<p><b>Response 2</b></p> <p>Because the Library team, in consultation with subject teams, is constantly refining and improving the assignments, I am involved in clarifying the purpose and articulating the key features for myself and the students. Applying the skills taught is central to our Information Literacy Program. The application to students is written into the units of work</p> <p><b>Evidence:</b> Unit planner and assignment teaching notes.</p>
<i>Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach.</i>	<p><b>Response 2</b></p> <p>Guided inquiry learning is a resource based methodology and it is my role to ensure that the resources, print and electronic, suit the units. In addition, at the planning stage, I ensure that the processes and Information Literacy Skills suit the learning outcomes identified in the Unit Plan.</p> <p><b>Evidence:</b> Unit planner and assignment teaching notes</p>

<p><i>Teachers are familiar with curriculum statements policies materials and programs associated with the content they teach.</i></p>	<p><b>Response 2</b>  I have worked with the Humanities team to develop new units of work so I am familiar with the programs and content of that domain. As a member of the College’s Policy Committee I am very familiar with the College’s policies and have worked with teams responsible for developing those relevant to learning and teaching.  <b>Evidence:</b> Record of attendance at the meetings of both the Humanities team and the Policy Committee</p>
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**Professional Knowledge: Standard 3**  
*Teachers know their students*

<p><b>Characteristic</b></p>	<p><b>Example Response</b></p>
<p><i>Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning.</i></p>	<p><b>Response 1</b></p> <ul style="list-style-type: none"> <li>• Work with students across all year levels and subjects as classes come to the library for research or reading. It is difficult when you do not see students on a regular ongoing basis, however are aware of basic factors that can affect learning – prior knowledge, ability level, attitude to learning, relationships with others in class, home influences, etc.</li> <li>• Check transition and literacy data re: reading abilities of students coming into Year 7.</li> <li>• Liaise with classroom teachers and Literacy support staff re: reading and comprehension levels of students, other factors that need to be aware of</li> <li>• Guide students in their selection of appropriate reading and research materials.</li> <li>• Discuss with students their reading preferences.</li> </ul> <p><b>Evidence:</b> Information on particular students as provided by subject teachers, level coordinators and Learning support staff, information from transition and literacy data for Year 7 students entering the college</p>
<p><i>Teachers are aware of the social cultural and religious backgrounds of the students they teach and treat students equitably.</i></p>	<p><b>Response 2</b></p> <p>Equitable access is a key principle of Library provision. It is stated in policies and other Library documentation. In the decision making process about service provision it has high priority. Every effort is made to ensure that all students have equal access to Library services. The demographic profile of the school is readily available to staff.</p> <p><b>Evidence:</b> Library Collection Development Policy and pamphlets promoting Library services. In addition the minutes of some Library staff meetings</p>

<p><i>Teachers develop an understanding and respect for their students as individuals and are sensitive to their social needs and the way they interact with others.</i></p>	<p><b>Response 2</b></p> <p>The expectation that staff show respect for students is part of the overall school culture and is clearly articulated at Library staff meetings All Library staff work with students individually at the circulation desk and in response to reference queries. The teacher librarians work with classes as well as individual students in relation to the Information Literacy Program. Behaviour is closely monitored in the class situation as there are at least two teachers, the subject teacher and the teacher librarian, working with all classes booked into the Library. Depending on the task there could be additional teacher librarians allocated. If students are required to work in pairs or groups as part of the pedagogy, then consultation with the subject teacher is part of the planning process. This ensures that suitable student groupings will support student learning. If Library staff have any concerns about students who come to the Library out of scheduled class time for instance before or after school hours or at recess or lunchtime, I liaise with the relevant Homeroom teacher.</p> <p><b>Evidence:</b> Records demonstrating allocation of teacher librarians for scheduled classes and diary notes re contact with Homeroom teachers.</p>
<p><i>Teachers know the importance of working with and communicating regularly with student’s families to support their learning.</i></p>	<p><b>Response 2</b></p> <p>Part of the Information Literacy Program accountability includes regular communication with parents. I publish articles in the school newsletter. These outline student progress with acquiring information literacy skills as well as reports on promotions such as Book Week and Reading Competitions. In addition, Library staff members speak to parents on Open Days and during tours for prospective parents.</p> <p><b>Evidence:</b> Copies of relevant Newsletters</p>

<p><b>Professional Practice: Standard 4</b> <i>Teachers plan and assess for effective learning</i></p>	
<p><b>Characteristic</b></p>	<p><b>Example Response</b></p>
<p><i>Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.</i></p>	<p><b>Response 2</b></p> <p>The Information Literacy Program is designed to improve learning outcomes for students through skill development. The Information Literacy Program has a Scope and Sequence Chart of the skills taught in the context of the curriculum. This document sets the goals for each year level. Students are supported and challenged to ensure that their skill level becomes increasingly more sophisticated.</p> <p><b>Evidence:</b> Scope and Sequence Chart as well as Unit planner and assignment teaching notes.</p>



<p><i>Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students.</i></p>	<p><b>Response 2</b>  For each of the steps in the Information Process there is a subset of skills. Over a year the students are exposed to a range of different activities and resources depending on the nature of the unit, the assignment task and the desired outcome. Each of the units emphasizes different activities, resources and associated skills. For instance, the students learn about newspaper indexes, print and electronic, in Year 8 when they are researching current Natural Disasters, whereas the focus for Year 7 Ancient Rome is on developing questions and note taking using books, e books and data bases as resources.  <b>Evidence:</b> Report from Information Literacy Program for the current year as well as Unit planner and assignment teaching notes.</p>
<p><i>Teachers monitor student engagement in learning and maintain records of their learning progress.</i></p>	<p><b>Response 2</b>  Students are monitored by a series of surveys designed to be diagnostic and to provide direction for the development of the Information Literacy Program. These surveys are collated and the data is analysed annually in Years 8, 9 and 10 and twice a year in Year 7.  <b>Evidence:</b> Report from Information Literacy Program for the current year.</p>
<p><i>Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.</i></p>	<p><b>Response 2</b>  Using the data from the surveys, an annual report on the progress of students in developing the skills in the Information Literacy Process is prepared and presented to the Principal who in turn reports to the College Board. Part of the feedback process includes giving relevant sections of the report to staff at year level meetings. In addition, sections of the report are published in a Newsletter article published at the commencement of the next academic year. In this way both students and parents receive feedback.  <b>Evidence:</b> Report from Information Literacy Program for the current year as well as Newsletter articles.</p>

<p><b>Professional Practice: Standard 5</b>  <i>Teachers create and maintain safe and challenging learning environments</i></p>	
<p><b>Characteristic</b></p>	<p><b>Example Response</b></p>
<p><i>Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus.</i></p>	<p><b>Response 2</b>  During each seventy-five minute period, I work with individual students as well as with the whole class. Students are encouraged in their efforts and congratulated for work well done. They are supported to meet challenges in an affirming atmosphere. During the course of the period, students are reminded about the amount of work to be completed.  <b>Evidence:</b> Report from Information Literacy Program showing student achievements as well as anecdotal comments from teachers.</p>

<p><i>Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.</i></p>	<p><b>Response 2</b>  The Information Literacy Program enables them to take responsibility for their own learning in that it gives them access to the skills they require to work independently.  <b>Evidence:</b> Report from Information Literacy Program for the current year as well as Unit planner and assignment teaching notes.</p>
<p><i>Teachers use and manage materials and resources and physical spaces of their classroom to create a stimulating and safe environment for learning.</i></p>	<p><b>Response 1</b></p> <ul style="list-style-type: none"> <li>• Library environment that is welcoming to students and has atmosphere that is conducive to learning.</li> <li>• By supporting teachers when in library for students to undertake individual or group activities.</li> <li>• By displays of new books added to the collection and displays on relevant topics to community and curriculum activities that will encourage students to read more widely and so develop life long learning skills.</li> <li>• By providing information and research skills as requested as part of various subject assignments I am enabling students to develop the skills required to become independent learners, and thus take responsibility for their own learning.</li> <li>• By co-ordinating Premier’s Reading Challenge and facilitating Student Book Clubs – years 7&amp;8 and years 9 &amp; 10 – students are encouraged to read widely and try a range of authors and genres and to share information about their reading with other students. You are able to challenge and extend their reading interests.</li> </ul> <p><b>Evidence:</b> Library Orientation Program, Literature Circles program, Wider Reading program, teaching notes, photographs of displays, Library information sheets and brochures.</p> <p><b>Response 2</b>  The Library is organised so that access to resources is straight forward. Students are taught how to use the catalogue as part of the Year 7 induction and appropriate data bases are introduced as the need arises in the other year levels. The Library space is kept uncluttered and attractive so that the focus can be on meaningful learning.  <b>Evidence:</b> Library Orientation Program as well as Unit planner and assignment teaching notes. Photographs of the floor space support the attractive nature of the learning environment.</p>
<p><i>Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.</i></p>	<p><b>Response 2</b>  There are clear expectations about how students work in the Library. Respect for the rights of others to be able to learn and concentrate is emphasized.  <b>Evidence:</b> Assignment teaching notes.</p>

<b>Professional Practice: Standard 6</b> <i>Teachers use a range of teaching strategies and resources to engage students in effective learning</i>	
Characteristic	Example Response
<i>Teachers communicate effectively with students to make their learning programs explicit, to build rapport and to support their learning.</i>	<b>Response 2</b> A feature of the Information Literacy Program is the explicit teaching of information literacy skills. Part of the process associated with the annual student surveys is to communicate the aims of the program and demonstrate progress to students. The steps in the Information Process appear in each assignment. The survey results show that this explicit teaching supports student learning. This is especially the case with the Year 9 survey results where the students indicate that they find the Program to be helpful to them. This result comes after the Library staff members have worked with the students on information literacy skills for three years. <b>Evidence:</b> Report from Information Literacy Program for the current year.
<i>Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.</i>	<b>Response 2</b> Each assignment in the Information Literacy Program contains higher order thinking questions. These questions are explored through class, group and individual discussion between the teacher librarians and the students. Many of the assignments feature structured group work as part of the learning process. <b>Evidence:</b> Report from Information Literacy Program for the current year as well as Unit planner and assignment teaching notes.
<i>Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.</i>	<b>Response 1</b> <ul style="list-style-type: none"> <li>• Work with students and teachers to assist as required when using ICT in the library.</li> <li>• In consultation with class teacher, provide Instruction on use of print and online databases and indexes, internet searching, use of the college delicious site, notetaking and creating bibliographies as appropriate for class/subject.</li> <li>• Technologies as available in library – computers, data projector, internet; on occasion IWB in seminar room to demonstrate, show step by step, talk students through as they do it themselves.</li> <li>• Provide relevant handouts with directions, guide students to relevant documents on school student P drive.</li> <li>• Encourage students to share with others – good books, good/useful websites, ways of using particular ICT tools.</li> </ul> <b>Evidence:</b> Literature Circles program, Wider Reading program, library guides and information sheets, teaching notes.
<i>Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.</i>	<b>Response 2</b> Feedback is provided to parents and students through the publication of the survey results for the year levels. These clearly indicate the learning gains made by the students as well as the value of the program to the students. <b>Evidence:</b> Excerpts from the report from the Information Literacy Program published Newsletter articles.

## Professional Engagement: Standard 7

*Teachers reflect on evaluate and improve their professional knowledge and practice*

Characteristic	Example Response
<p><i>Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.</i></p>	<p><b>Response 1</b> Preparation of reports following attendance at conferences and PD activities assists in reflection and evaluation of the session and also what have done with students and what could do in the future. Discussion with class teacher, other Teacher librarians. Student responses and feedback following new activity or session providing input. Preparation for conference and PD presentations requires you to reflect on what you have done and what you would like to do/ need to do <b>Evidence:</b> Reports from conferences and PD activities. Report on Literature Circles program and Wider Reading program. Folio with PD presentations made.</p> <p><b>Response 2</b> Part of the process of unit and assignment planning and delivery is reflection so that a cycle of improvement can be implemented. At the completion of each assignment those involved in its delivery are invited to comment about the structure of the assignment and how it can be improved for the following year. It is my intention to identify ways in which the task can be improved and to edit the document on the basis of comments and my perceptions. At the end of the year as I prepare my annual report I spend a great deal of time reviewing the Library’s performance in relation to the stated goals for that year. <b>Evidence:</b> Report from Information Literacy Program and the annual Library Report.</p>
<p><i>Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice.</i></p>	<p><b>Response 2</b> Through team teaching and membership of a curriculum writing team I am constantly working collaboratively with colleagues and trying to problem solve in relation to any planning or delivery issues. <b>Evidence:</b> Unit planner and assignment teaching notes. Minutes of Humanities team meetings.</p>
<p><i>Teachers identify their own professional learning needs and plan for and engage in professional development activities.</i></p>	<p><b>Response 2</b> I am a member of the Australian Library and Information Association (ALIA) Schools Committee and each year I am involved in developing three face to face learning activities and two online seminars for the general profession of teacher librarianship. Generally, the members of the committee base the choice of session and the development of the program on their perceived needs. Usually these needs are related to government or sector initiatives where opportunities for teacher librarians can be identified. A valuable tool in this process is the <i>Standards of professional excellence for teacher librarians</i> document developed by ALIA and Australian School Library Association (ASLA). <b>Evidence:</b> Annual summary of professional development activities and <i>Standards of professional excellence for teacher librarians</i>.</p>

<p><i>Teachers develop organizational and administrative skills to manage their non teaching duties effectively.</i></p>	<p><b>Response 2</b>  As Head of the Library I am daily involved in honing my skills. At the beginning of the year the Library Team sets common goals and these are monitored at regular meetings with the group. In addition, I meet at least twice a year with individual members of the team to discuss progress with individual goals and directions. I have responsibility for collection development and for the resources budget. This involves liaison with Domain Leaders as well as publishers’ representatives and booksellers.  <b>Evidence:</b> Annual Library Report, notes from meetings with Library staff and relevant minutes of Library staff meetings.</p>
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<b>Professional Engagement: Standard 8</b> <i>Teachers are active members of their profession</i>	
<b>Characteristic</b>	<b>Example Response</b>
<p><i>Teachers contribute to the development of school communities that support the learning and well being of both students and fellow teachers.</i></p>	<p><b>Response 1</b></p> <ul style="list-style-type: none"> <li>• As a facilitator of a PALT group I am sharing my skills and knowledge with other staff.</li> <li>• Providing assistance through PD sessions to staff to help them extend their knowledge and use of ICT and web2.0 for teaching and learning.</li> <li>• Working individually with staff and students as appropriate.</li> <li>• As a member of SLAV attend conferences and branch meetings</li> <li>• I have been a Presenter or Facilitator on relevant topics at conferences and meetings as requested.</li> <li>• Facilitate Student Book Clubs at lunchtimes</li> <li>• Involvement with school production</li> <li>• Displays supporting and promoting SRC activities, social justice issues, etc in the library</li> <li>• Promote RNDM sisters and their ministries through displays to raise student awareness.</li> </ul> <p><b>Evidence:</b> Minutes of meetings, notes from Book club activities, student reading blog, photographs of displays and student activities, Folio of presentations made.</p> <p><b>Response 2</b>  I take an active role in the committee structures of the College. I am a member of the MYPIC/Domain Managers Committee, the Policy sub committee of the Board and accepted responsibility for leading the SIF group on Religious Education.  <b>Evidence:</b> Minutes of relevant meetings.</p>
<p><i>Teachers work effectively with other professionals, parents/guardians and members of the broader community to provide effective learning for students.</i></p>	<p><b>Response 2</b>  Within the Library staff group, I chair our meetings and follow up on action. I attend Humanities Domain meetings and work with the Humanities and Science teachers specifically, as well as all Year 8 teachers.  <b>Evidence:</b> Minutes of relevant meetings.</p>

<p><i>Teachers promote learning, the value of education and the profession of teaching in the wider community.</i></p>	<p><b>Response 2</b>  I am the member of ALIA Schools, a special interest group within the Australian Library and Information Association. In this role I represent the profession at a national level as well as locally. Master students from Charles Sturt University visit annually and I speak to prospective parents during school tours and Open Night  <b>Evidence:</b> Minutes or reports of relevant meetings. Thank you letters from Charles Sturt University.</p>
<p><i>Teachers understand their legal responsibilities and share responsibility for the integrity of their profession.</i></p>	<p><b>Response 2</b>  Other than observing the duty of care and ensuring that Library staff also do so, Copyright and plagiarism are the two legal areas that apply to my role. I helped to write the Copyright Policy and its updates and liaise with the audiovisual technician to ensure that the College complies. I have supported the Information Literacy Coordinator to implement the All my own work program for Year 10 students and all students are taught how to compile bibliographies and acknowledge sources as part of the Information Literacy Program.  <b>Evidence:</b> College Copyright policy and Information Literacy Report for the current year.</p>