perspectives; the ability to manage or resolve conflicts and to foster inclusive and respectful interactions; and participating successfully in a range of social and communal activities (*The Shape of the Australian Curriculum*, p12–13).

2. Achievement standards

The standards will provide an expectation of the quality of learning that students should typically demonstrate by a particular point in their schooling, such as their depth of understanding, the extent of their knowledge, and the sophistication of their skills.

3. The reporting framework

The reporting framework will provide a consistent nomenclature to describe the quality of achievement associated with each A–E grade for use across K–10. These grades are designed to help parents and guardians interpret their child's performance in a simple and direct way.

The National Curriculum Board is expected to develop a national K–12 curriculum in English, mathematics, science, and history by the end of 2010. Implementation will follow, starting in 2011.

To implement the new curriculum, schools that have a scaffold for curriculum delivery that includes the teacher librarian in meaningful learning initiatives and assessment of students will be well placed. Students will need to plan and organise what they need to find out and reflect on final outcomes. That is, where it is evident that the students have moved from information literacy instruction to information analysis, synthesis, and evaluation. Where students can plan and organise what they need to find out and to reflect on their final outcomes.

Those schools where the teacher librarian works as a timetabled class relief teacher, does not have the opportunity to provide meaningful class interactions in collaboration with class teachers ,or is overloaded with IT infrastructure and management will be very disadvantaged when the new curriculum is implemented.

Early implications for TLs in the curriculum papers

The Curriculum Design Paper (p.13) and *The Shape of the Australian Curriculum* paper (p.11) outline ten general capabilities which will be explicitly handled in each learning area. The first five will occur in every learning area and the last five will be in most learning engagements. The Sections on Literacy, Information and Communications Technology (ICT), thinking skills and creativity are areas where teacher librarians can have the greatest impact on student learning. The section on ethical behaviour is a further area of interest for the teacher librarian. Achievement standards in the statement "the depth of their understanding, the extent of their knowledge and the sophistication of their skills" is an area where the teacher librarian can be involved in structuring meaningful assessment strategies where evidence of synthesis and understanding in the learner is evident.

The way ahead for teacher librarians

- Teacher librarians see this as an opportunity to make meaningful contributions to student learning.
- Teacher librarians can advocate an inquiry learning approach over that of 'library skills' which is not a curriculum standard.
- Teacher librarians can ensure that in collaborative teaching and learning activities that the input of the teacher librarian is measurable and observable in the assessment strategies.

In the print version of the curriculum, the content will be organised by strands and described by year level. In the digital version of the curriculum, however, there will be access to content elaborations and hyperlinks to other learning areas, resources, and support materials, and further exemplification. In this regard, the 'digital literacy' lens of the teacher librarian combining curriculum knowledge and pedagogy with information

management knowledge and skills can provide leadership in addressing the cross curricular dimensions.

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Issues facing school libraries & teacher librarians: a snapshot

Staffing

Staffing in school libraries is determined at the local level, except in Western Australia where a per capita formula is applied. This means that there is no consistency across Australia in the staffing of school libraries: where one school of 500 could have a full time TL, another the same size could only have a part-time, or unqualified staff member running the library. The services and programs offered to the school communities in these two situations would be vastly different. This is an immense problem in terms of equitable access to resources, both human and physical.

Funding: facilities and resources

Equally, school library recurrent and capital budgets are determined locally. While some schools make adequate provision through program budgets for library resource provision, others do not. In addition, some schools have benefited from the recent capital grants from the Federal government, while others have not. Inconsistency in funding compounds the inequity highlighted by the staffing situation.

Programs to suit 21st century learners and the use of web 2.0 technologies

It is important that the programs offered by TLs, in consultation with subject teachers, suit the needs of 21st century learners. There are rapid changes in the information and technology landscape, especially with web 2.0 developments. Discerning which developments have useful contributions for our core purpose, and applying these technologies in ways that advance it, are immense tasks. We must keep our eye on developing students' competencies so that they are able to transform information into knowledge and understanding. What are the educational outcomes expected from using web 2.0 technologies and how do we scaffold their use to ensure that these outcomes are achieved? Through ongoing discussion and debate, our priorities for program development will become clearer and more refined.

Accountability

Demonstrating that the programs offered in school libraries make a positive difference to student learning in individual schools is a critical issue facing TLs, as is being accountable for staffing and funding crucial to school libraries. Being able to demonstrate that programs are effective involves research, surveys, and other evaluation tools. Given the problem with staffing identified above, it is only where libraries are better staffed that priority can be given to accountability through evidence-based practice.

Future of the book

Much has been written about the future of the book. Opinions expressed fall at both ends of a continuum and in between: the book is already obsolete; the book will always be with us. Developments with e-books are happening as I write. Teacher librarians have already been involved in trials of e-books and have had to negotiate licenses with a range of publishers. Are e-books the future of school set texts? How long will e-books and books co-exist? A fascinating issue for teacher librarians to contemplate.

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School libraries hovering on the poverty line

Two new research studies show that Australia's school children are in danger of not getting what they need to support development of critical skills in information and reading literacy.

The studies, *Snapshot of Australian School Libraries* and *Snapshot of Australian Teacher Librarians*, completed by Edith Cowan University, reveal that 50% of Australian school libraries surveyed are trying to do their job on an annual materials budget of under $10 000 per year, while teacher librarians are under pressure to spend more and more time outside the school library.

The studies show that Australian teacher librarians are highly committed, with over half actively involved in further professional development, but infrastructure is failing to cope with issues as basic as adequate seating for the student population, let alone access to information and communication technologies.

It's the first time there has been reliable national data to work with. The overall picture is one of very dedicated staff playing a critical role in teaching our children the information literacy skills that will last them a lifetime, but the pressure on those libraries and teacher librarians to perform with the resources they have is enormous.

In a 2007 study by the Organisation for Economic Co-operation and Development (OECD), Australia had slipped from second to sixth place in reading literacy, out-performed by Finland, South Korea, Hong Kong, Canada, and New Zealand.

Visit **http://www.alia.org.au/media.room/2009.05.09.html**, and **http://www.asla.org.au/policy/standards.htm**.

A new online community helps teach with TV

School librarians and teachers, TAFEs, and universities now have access to an online community to help them get more out broadcast material.

EnhanceTV's Community (**http://community.enhancetv.com.au**) has been set up to help educators share information, lesson plans, and teaching tips for using film and television in the classroom.

Filmmakers are also part of the community, giving teachers insider tips about their programs, and helping bring them to life in the classroom. For example, experienced television director Kay Pavlou talks about the work she has done on 'reality' docos and what goes on behind the scenes, along with useful class exercises.

EnhanceTV Manager, Jamie LeHuray said the community was established as a free resource to enable a dynamic exchange of information and ideas. The shared knowledge will help educators make better decisions in choosing programs for their libraries and classrooms, save them time with lesson planning, and expand their networks within the education community.

EnhanceTV (**www.enhancetv.com.au**) was developed by Screenrights, the non-profit organisation that licenses educational institutions to copy from TV. Nearly all schools, TAFEs, and universities in Australia have a Screenrights licence. For more information on the licence, visit **www.screenrights.org**.

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Library literacy for adults

We saw an opportunity to promote library literacy, and we grabbed it! The library team at the Elizabeth Campus (TAFE SA) developed a Moodle for two student groups. Our targets were English as a second language students and native English speakers with literacy difficulties. Our Moodle – Library Snapshots – introduces these adult students to library jargon and skills.

Our Snapshots Moodle is organised into e-books, each taking five to 15 minutes to browse. Topics cover what's in the library, finding things, using the internet, and glossary games.

Library staff are well aware of the library skills needed by ESL and Vocational Preparation students: they make up a large proportion of our patrons. Our Moodle's contents were inspired by the University of Ballarat – School of Mines' Library's *ESL Library Skills* project (2007). Project leader Katrina Macdonald convinced us that there was a market for freely accessible, adult-oriented, web-based material. Our 24/7 Library Snapshots Moodle is just that.

It's easy to find us! Start at **http://moodle.tafesa.edu.au/** and then follow this pathway: under Course Categories, click Resources > Library > Library Snapshots > click YES > and off you go! You may want to start with the word-for-the-day or with a glossary