

## **ETL507 Professional Experience & Portfolio**

**Assignment No.: 1**

**Assignment Title: Placement Report**

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**Student Number: 11217702**

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**URL:**

**[http://thinkspace.csu.edu.au/lyndasblog/2016/11/25/place-ment-report/#\\_Toc467149757](http://thinkspace.csu.edu.au/lyndasblog/2016/11/25/place-ment-report/#_Toc467149757)**

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## Part A – Overview of Library

### Users

Five Islands Senior College is made up of students studying years 10, 11 and 12, including ATAR and non-ATAR. Students are of all ages. The college also caters for mature age students studying various short courses such as photography and soft furnishings. The library is well use, and provides for these groups as well as for all staff members. Generally the students who attend the College do so because they do not fit into traditional learning environments. High levels of disengagement, low socio-economic and minority groups, including refugees, form the basis of the student body. The distinct user groups require different resources and approaches from the library staff. As outlined in (Bernich, 2016) students, particularly those entering year 10, often have a poor perception of the library due to past experiences and low literacy levels. In order to cater for the user groups, the teacher librarian, following literature that discusses the positive effect that the librarian can have on student engagement (ACER), has chosen to eliminate anything that makes it too difficult to use the library. Users are not required to use a library card for borrowing or using library services. As they are reluctant to use the library system, the teacher librarian is very proactive in locating the required resources. Afternoon classes are offered for generally elderly mature aged students to study a variety of short courses who are also encouraged to use the library, adding another layer to the service and resources required.

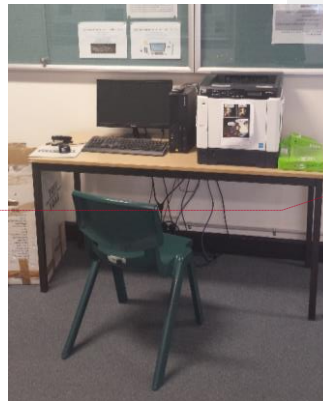
**Commented [CR1]:** An important overview of the student enrolmentn.

**Commented [CR2]:** Assuming they are old enough to be enrolled in Years 10 -12.

**Commented [CR3]:** used

### Services

A large range of services are offered in order to meet the needs of all users. As mentioned in Part A, all services are free of charge. Users can borrow from most of the library, excluding the reference section. Oliver is the library system used, which has an intuitive interface leading to ease of use. The librarian offers an introduction to all new students at the beginning of the year as well as when required, for example when new courses begin or new students attend the college. Self-service and assisted photocopying in black and white as well as colour is available as is colour printing from a non-networked purpose specific computer and printer. The teacher librarian is timetabled to



*Purpose specific computer with colour printer*

**Commented [CR4]:** TL – be specific in the nomenclature used as a school librarian is not the same as a TL.

supervise and assist in senior study groups which are available to all ATAR and Non-ATAR students for study and pastoral care. Users are able to request resources which are assessed and purchased by the teacher librarian according to suitability. Teachers use the library for professional and recreational purposes. A wide range of teaching resources are available in a number of formats. Throughout the time I was on my placement a number of requests were addressed in a very timely manner by the library staff, often for resources required in a hurry. One interesting and extremely useful service was the provision of DVDs recorded from television. Two purpose-specific televisions are located in the library, one streaming free-to-air and the other Foxtel. Teachers are able to request shows they wish to use. Library staff then record these, burn to DVD and create relevant covers, all within appropriate copyright laws. A computer bank adds to the services provided, and the proficient teacher librarian is a technology wiz, allowing for instant troubleshooting for the technology within the library.

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### Collections

The collection consists of physical, digital, audio visual and sound resources. It caters for the large range of users through fiction, non-fiction, reference and archived materials. The introduction of the new Oliver library system, which has taken over from OASIS, was a great opportunity for the library to re-assess their collection. As often occurs with the introduction of new systems, some resources did not roll over correctly, leading to an analysis of the collection and the way in which it is catalogued. In 2013 the library converted to a 21<sup>st</sup> Century Learning Hub, including new flexible furniture and resources such as a makerspace area. In



*Flexible shelving units at the end of a learning space*

order to fit with the new shelving, as well as to continue to provide a well-balanced collection, many of the non-fiction books were weeded according to the College's weeding policy (Bernich, 2016). This allowed for the whole collection to fit onto the movable shelves, thus allowing for flexible learning spaces to be created. Tables within the library are also easily able to be folded and/or moved, adding to the flexibility and increasing the use of the library resources. A large variety of magazines are included in the collection. The teacher librarian has chosen not to accession them into the library, due to the large volume and potential for loss. They are able to be

**Commented [CR6]:** New paragraph.

borrowed through temporary loans, a good example of the flexibility of the collection and library management system used.

### Use of Technology

Five Island's Senior College is fortunate to have a teacher librarian who embraces technology. She is on the technology committee, able to advise the staff and students about all technology issues and is constantly learning about new advances in the field. This projects onto the technology available in, and provided by the library. Google Docs are used for communication and collaboration. The teacher librarian is heavily involved in assisting senior students with their projects in a number of subjects. She uses Google Docs collaboratively with staff and students in order to provide formative assessment including immediate and effective feedback. This is used to teach students how to research and present assignments and ongoing projects such as the Society and Culture PIPs. A major role of the teacher librarian at the college is the distance education coordinator ad supervisor. A room in the library has been set up as a videoconferencing room, with adobe connect and Bridgit capabilities. This is available to all library users. An interactive whiteboard adds to the learning areas within the library. The teacher librarian is well trained in its use, and often acts as the IT trouble-shooter for this and other technology within the school. Her major role as an IT expert brings users into the library, often users who may not have otherwise utilised the space. It has extended to providing help with other areas such as OPAL cards for the students and arranging usernames and passwords for computer use, increasing her relationship and engagement with the library users.

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### Part B – Effectiveness of the library

As a senior school learning hub, the library meets the needs of its users at an exceptional level. As a collaborator, the teacher librarian cooperates with senior school management, administrators and teachers to develop and implement the curriculum (IFLA/UNESCO, 2002). This is evident in the collection, including the development of folders containing resources related to the current Area of Study in English Preliminary and HSC courses. Also outlining this is the voluntary inclusion in a number of committees, including technology and curriculum development. The library staff effectively integrate information technology into the curriculum (IFLA/UNESCO, 2006). Using google docs and social bookmarking sites is common

practice. Online research methods are integrated seamlessly into study groups and professional development is provided by the teacher librarian to staff members on the use of this technology.

As an advocate of the library, the teacher librarian supports and implements the vision of the school (ASLA, 2004). Her inclusion in committees and role as an information expert is valued and utilised on a daily basis. Her role as a media specialist and technologist (Lamb & Johnson, 2006) meets the needs of the users collaborating to ascertain technology needs and provide instruction. In a school where many of the students are struggling learners, the use of technology is very valuable in fostering engagement, particularly through 'speaking their language' (Starkman, 2007). As a teacher leader, the provision of professional development is very useful, particularly in guiding curriculum development and including IT in pedagogy (Lamb & Johnson, 2006). Her professional and personable manner encourages staff to request assistance and input, meeting their needs on many levels.

**Commented [CR8]:** The combination of these two vital qualities is invaluable.

In order to meet the learning needs of the students, the library's collection is well rounded and extensive. It provides access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions (IFLA/UNESCO, 2006). The cataloguing system represents the needs of the users, with resources placed within the library to reflect the clientele and encourage their use. An example of this is the teacher resources being moved into the main library area to increase their exposure. Both physical and digital resources are provided to address the learning needs of the students. An excellent resource that meets the needs of all users is the DVDs created by the librarian using free-to-air and streamed television. Users are provided with a program; through which they can choose episodes they wish to use as learning tools. This service is for all library users, and adds value to the collection through the creation of relevant, useful and current resources.

The library has recently been updated to become a 21<sup>st</sup> Century learning hub. A makerspace area is being developed to include activities that students request. It was previously located in a back room and was underused, thus the teacher librarian has decided to relocate it to a central area. It is well used, and will hopefully become more popular as more activities are added and promoted.



*Makerspace area*

Flexible and comfortable furnishings and the addition of magazines to the collection meets the educational and recreational needs of all users.

### Part C – My role

I was involved in a number of activities throughout my placement. I was able to use my knowledge of the library system Oliver to perform basic duties such as loans, returns, shelving and looking up student histories for the year 12 students signing out. This aspect was similar to other experiences I have had when working as a casual in a school library. My knowledge of the system was beneficial as I was able to work independently without needing guidance from the Teacher Librarian, giving me the confidence to pursue other activities within the library. Other basic duties such as shelving were also undertaken continuously, enabling me to effectively assist the library staff. I was interested to realise how a routine act such as shelving increases familiarity with the collection, increasing the knowledge of what is in the collection, how it is arranged and where it is located. The difference between how libraries label their resources was also interesting, as was the reasoning behind it. For example, the Senior College places its labels on the front right hand corner so that during stocktaking the resource doesn't have to be fully removed in order to scan it.

**Commented [CR9]:** A vital task.

As the library is geared for 21st Century learning with movable furniture, I was able to see this concept in action. The Non-Fiction shelves had been moved to change the learning space, which led to books being in the wrong order. The notice boards were only on one end of the shelves and were difficult to relocate, making it impossible to turn the shelves and leading to the books needing to be re-arranged to fit into the Dewey system used. This was interesting to see, as I hadn't previously considered the effect of flexible furniture on the collection. As a teacher librarian, it is clearly something that needs to be considered when purchasing new furnishings.







































Whilst reorganising the collection to fit with shelving arrangements, I came across an interesting cataloguing situation. In this particular library, subjects are labelled instead of the call numbers being written on the shelves in order to increase flexibility of arranging the collection. On one occasion, a book about ADHD was found within the pregnancy section. I used SCIS and SCOT terms, TROVE, Oliver and the Dewey call number subject listings to analyse where the book should be placed. After deliberation, we realised that the book fit between subjects that weren't well-resourced due to the needs of the users. As a result, it was left where it was. This taught me how to utilise all of these resources in a professional way in order to maintain a well-balanced and well-managed collection.

**Commented [CR10]:** And to meet user needs and the reason a professional TL is so important to a school.

In order to meet user needs, the magazine collection was due to be updated. I had the opportunity to create a survey for students and staff to obtain their preferences. In order to complete this, I had to

**Which magazines would you like to see in your library?**

Please select any from the list below that you are interested in, and/or make a suggestion. Return to Angela or Kelly in the library!

<b>Art and Design</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>			<b>Biz and Current Affairs</b>  <input type="checkbox"/>  <input type="checkbox"/>			
<b>Computer and Tech</b>  <input type="checkbox"/>  <input type="checkbox"/>		<b>Craft</b>  <input type="checkbox"/>  <input type="checkbox"/>				
<b>Entertainment and Music</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>			<b>Food and Drink</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>			
<b>Health and Fitness</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>			<b>Home and Garden</b>  <input type="checkbox"/>  <input type="checkbox"/>			
			<b>Industry and Trade</b>  <input type="checkbox"/>  <input type="checkbox"/>		<b>Media Studies</b>  <input type="checkbox"/>  <input type="checkbox"/>	
			<b>Lifestyle</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>			
			<b>Photography</b>  <input type="checkbox"/>  <input type="checkbox"/>		<b>Science and Nature</b>  <input type="checkbox"/>  <input type="checkbox"/>	
<b>Sports and Outdoor</b>  <input type="checkbox"/>  <input type="checkbox"/>			 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>			
			 <input type="checkbox"/>  <input type="checkbox"/>			

Magazine survey

Suggestions:

decide what genres to include, which magazines were best suited within these genres, and how to present it. Overall, it was a successful survey, teaching me about considering user needs and target audiences.

**Part D – Reflection**

I found the placement to be a very valuable experience in my development as a teacher librarian and a member of the wider library and information profession. Choosing a library that had similarities and differences to the school library that I had previous limited experience in proved to be a wise decision, as I was able to compare and contrast the way the librarian managed various aspects of the library, and how to the library itself was used. In its role as a senior college, the library and library staff need to cater for a wider range of users than a typical school library.

During ETL504 one of the assessment tasks required that we complete a future-proofing report. Five Islands Senior College has recently been through this process. I was able to read the teacher librarian’s submission report and other relevant documentation, as well as her evaluation that took place after the library had been converted to a twenty-first century



learning space. This was a very valuable activity as it showed in practice the theory I had learnt during my studies. The detailed evaluation of the change was something that I found very useful, and that I will endeavour to include in my practice.

**Commented [CR11]:** If nothing else, this has been a valuable lesson is advocacy and the need to document practices.

In terms of leadership, I was fortunate that the teacher librarian at the College has developed a leadership style that I was able to learn a lot from, as it resonates with my own ideals. She encompassed transformational leadership in her interactions with myself, staff and students. The tasks she gave me were designed to first increase my confidence and knowledge of the space, and then to develop my own skills. As an example, the library produces resources by using streamed and free to air television. They film the required episodes, then create a dvd that includes a professional cover. This is then labelled and catalogued appropriately. After ascertaining my skill level with cataloguing, the teacher librarian gave me the opportunity to label and accession a pre-recorded resource into OLIVER using whatever cataloguing means necessary, such as TROVE, SCIS and SCOT. Having been given tasks previously to build up to this, such as using Dewey information, SCIS and OLIVER to examine resources in the library, this activity was a way that I could actively contribute to the library while increasing my knowledge and skills. I consistently saw the teacher librarian operating in this way with the library staff, other staff and students throughout my placement.

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I highly valued the way in which the teacher librarian was an avid learner who continuously undertook professional development through her day-to-day practice. As issues were encountered, she would educate herself, and then the appropriate staff or students, on how to resolve the issue and provide for future occurrences. This was inspiring to see and allowed me to experience how professional development can be an ongoing and easy to achieve part of the teacher librarian role. As an eager user of technology, I enjoyed seeing that the library at the college was a technology hub. This was largely due to the teacher librarian's active role in technology for the whole school, not just for library issues. I believe encompassing and promoting technology is very important for 21<sup>st</sup> century teaching and learning, thus was able to learn a lot from the way it was implement in this school.

Overall, I thoroughly enjoyed my placement and found it a very valuable way to consolidate my learning. I was pleased to be able to put theory into practice, and to observe a smooth running library with a collection that adequately reflects user needs.

## References

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## ETL507 Professional Experience / Portfolio

### Assignment 1 – Placement

#### Feedback Sheet

**Student Name: Lynda Steele**

**Marker: Roy Crotty**

CRITERIA	STANDARDS	
	Satisfactory	Unsatisfactory
Report Components	<u>The report was submitted on time. All required components are present.</u>	The report was not submitted on time or was not present. Not all, or any, of the required components are present.
Critical Awareness	<u>The report reveals evidence of reflection on thoughts, values and understandings flowing from the placement and academic coursework.</u>	Little or no evidence of any reflective practice on thoughts, values, and understandings.
Critical Thought & Analysis	<u>The report demonstrates an ability to move beyond description of events to identify, analyse, and critically assess then issues within them. Self-analysis in terms of skills, knowledge and understandings gained is present.</u>	Little or no evidence of an ability to move beyond description of events nor self-analysis in terms of skills, knowledge, and understandings.
Clarity of expression and layout	<u>Clear writing and has followed assignment presentation guidelines. Clear, well-organised and fluent presentation.</u>	Report is difficult to understand or confusing and/or fails to follow assignment presentation guidelines.

**Overall Assessment: Satisfactory**

**Comments:**

Lynda,

Thank you for your placement report which clearly indicates the development in your knowledge and understanding of the role of the TL in a school and the value of an efficiently and effectively run library can have.

You have been fortunate to have had your placement with an obviously committed and experienced TL who is making a difference in this unique educational environment. I hope you will continue to reflect upon this experience as your career develops.