

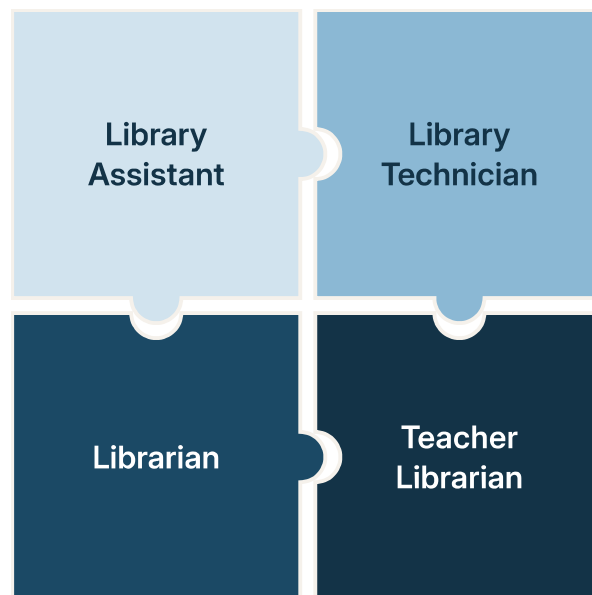
What does a teacher librarian do?



Two qualifications. Five domains of practice. Three decades of evidence that the role registers academically, socially and emotionally.

PANEL ONE

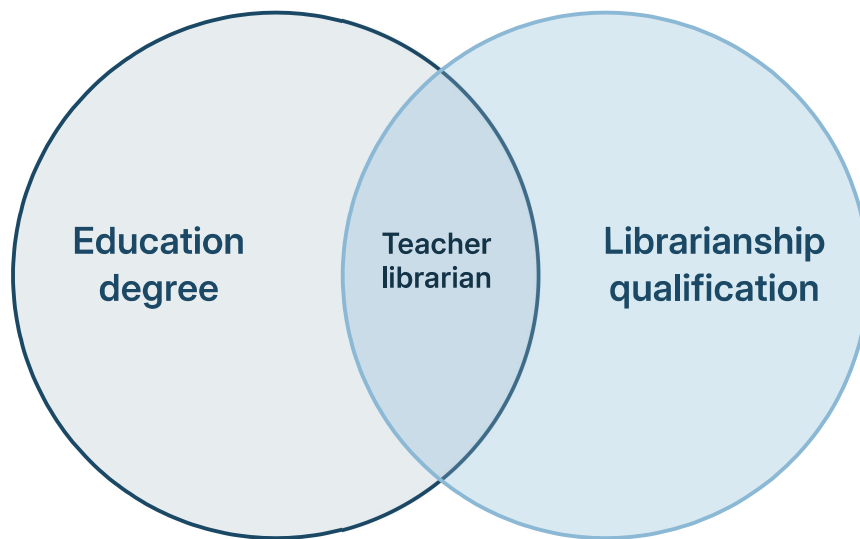
It takes a qualified team⁴



Teacher librarians can only achieve all that they do with the support of their library team. Students need well resourced school libraries with a qualified team of school library professionals.

PANEL TWO

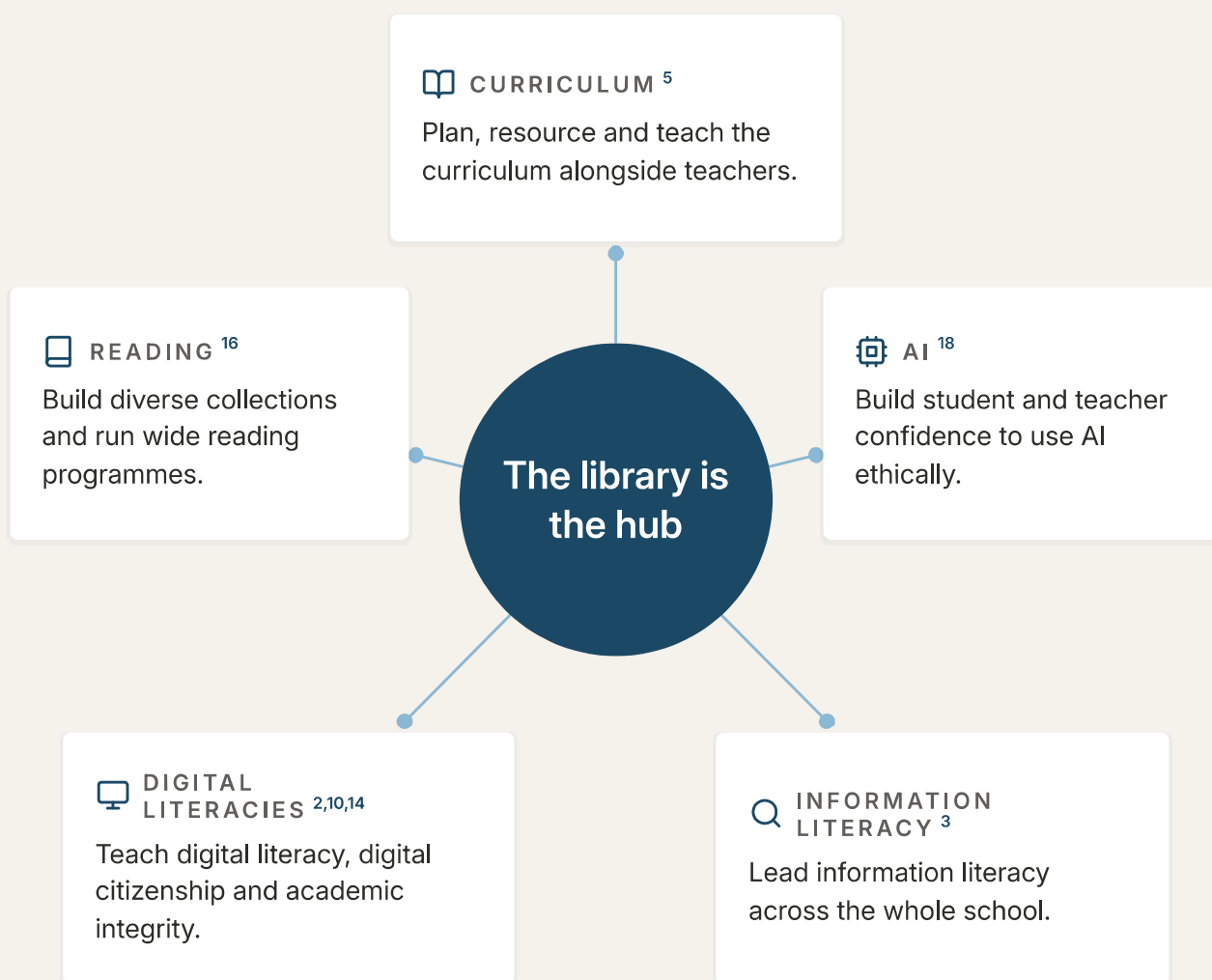
Two qualifications, one role⁴



Australian teacher librarians hold both an education degree and a librarianship qualification. That combination lets them work across the library and the whole school.

PANEL THREE

Five domains of practice



PANEL FOUR

The leadership function schools overlook

INFORMATION LITERACY IS

the ability to think critically about information: to find it, evaluate it and use it well. ^{19,20}

Information literacy is a multi-faceted capability. ^{1,3} Information literate students can:

Evaluate credibility in a synthetic digital landscape

Detect bias in algorithms

Understand copyright and data privacy

Demonstrate academic integrity, and understand why referencing and respect for intellectual property matter ^{10,14}

As information volume rises and information quality falls, access is no longer a challenge; but building judgement is vital.

What the research found^{8,17}

Research by Kay Oddone and Kasey Garrison across primary and secondary schools.

BARRIER ONE

Little time to collaborate with classroom teachers.

BARRIER TWO

A misconception that younger students lack the capacity for information literacy.



"A parent might not let a child across the road on their own till they're ten, but they practise from the minute they're walking. I feel the same way about information literacy."

AUSTRALIAN PRIMARY TEACHER LIBRARIAN

Where the skills stop travelling^{6,7}



Teachers and students are overwhelmed by the sheer volume of information available.



Weak communication between disciplinary areas, so skills do not transfer across subjects or into life beyond school.

SHARED FINDING

Educators underestimate the need to teach information literacy explicitly, and do not recognise that teacher librarians are qualified to teach it.

The difference a teacher librarian makes¹¹

A well resourced, professionally led school library contributes to student literacy, learning achievement and wellbeing across socio-economic settings and school levels.

**Up to
2 months**

of additional learning gain, associated with the presence of a qualified teacher librarian.¹¹

30 years

of US research: stronger test scores, graduation rates and academic ability, independent of socio-economic background.^{11,12}

**NAPLAN,
South Australia**

Students with a qualified teacher librarian were more likely to improve in reading, writing, spelling, grammar and punctuation — especially in Year 9.¹¹

PANEL SIX, CONTINUED

Staffing shows up in the data

PIRLS 2021

Australian students who rarely or never borrowed from a library scored below their peers. ^{9,11}

ACT data

Across six years of data, declines in reading, writing and literacy tracked declines in teacher librarian positions. ¹¹

University success

A qualified teacher librarian in a student's high school significantly correlates with university GPA. ¹¹



WELLBEING

Teacher librarians lead school-wide wellbeing initiatives, and the library offers shelter, a calming environment and a rare space where students across year levels interact. ^{11,13,15}

Dual qualified teacher librarians are best equipped to ensure school communities reap the full benefit of their library.

The presence of a teacher librarian registers academically, socially and emotionally.



Every student deserves a qualified teacher librarian as standard, and not the advantage of a fortunate few.

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Note. The NAPLAN, ACT and university GPA findings are primary studies reviewed by Hughes et al. (2025), attributed there to Dix et al. (2019), Godfree and Neilson (2018), and Farmer and Phamle (2021).