



The Springfield Anglican College

Position Description: Teacher Librarian - Secondary

Appendix 2

Student Protection

Anglican schools support the rights of children and young people and are committed to ensure the safety, welfare, and wellbeing of students. Anglican schools are therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees. This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm.

1. Position Details

Position Title:	TEACHER LIBRARIAN - SECONDARY
Location:	The Springfield Anglican College – Secondary Campus
Status:	Full Time (1.0 FTE)
Classification:	Teacher’s Salary Classification in accordance with the FSAC Ltd Enterprise Agreement
Reports to:	Principal through the Director of Teaching and Learning
Last Reviewed:	November 2023

2. Essential Qualifications

Academic Qualifications:	<ul style="list-style-type: none"> • Four-year degree qualification suitable for registration as a Teacher as required by the Queensland College of Teachers (QCT) • Professional Library qualification - <i>Desirable</i> • Post graduate qualifications in information technology - <i>Desirable</i>
Registration Requirements:	<ul style="list-style-type: none"> • Provisional or Full Registration with the Queensland College of Teachers
Working with Children Blue Card:	Not required - <i>Exempt</i>
Experience:	Experience as a Librarian in an educational setting
Other:	First Aid and CPR qualifications - <i>desirable</i>



3. Position Purpose

The Teacher Librarian is responsible for developing and managing the Secondary Campus Library Program as a central aspect of the teaching and learning programs of the College. The Teacher Librarian partners with teaching staff to ensure the integration of information literacy, e-learning, and literature programs to support all students in their study, online learning, research, and recreational reading.

The Teacher Librarian will facilitate student engagement in research and projects that promote 21st century skills such as critical thinking, creativity, communication, and collaboration and will demonstrate a strong commitment to providing outstanding customer service when serving the information needs of the school community. High levels of participation in Library planning and goal setting are expected, along with well-developed organisational skills, flexibility in a changing environment and excellent interpersonal and communication skills.

4. Scope and Authority

The Teacher Librarian is appointed by and acts under the direction of the Principal through the Director of Teaching and Learning and will be required to participate in the College's Professional Review and Development Program.

5. College Expectations

Staff at The Springfield Anglican College will be:

- Supportive of the Aims and Philosophy of the College
- Supportive of the Anglican values and ethos of the College
- Focused on the needs of the College's students
- Committed to the holistic education of the students in their care
- Active participants in the professional learning community
- Continuously improving their teaching practice and professional knowledge base
- Facilitators of positive and productive College relationships
- Focused on developing a culture of excellence
- Strategic in their leadership and management

6. Key Role Objectives

Teachers meet the National AITSL standards <https://www.aitsl.edu.au/teach/standards> to a proficient standard, as follows:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers, and the community



7. Domains of Professional Responsibility

The Teacher Librarian is responsible for meeting the following domains of professional responsibility. These are inclusive of the Queensland College of Teachers Standards of Practice but are expanded to reflect the context of teaching in an independent school. The domains of professional responsibility should be read within the context of the Statement of Principles of Learning and Teaching, attached to this Position Description.

The College is aligned with the National Standards for Teachers and uses these in the Professional Review and Learning Program, which is formative review process for teacher professional development.

Student Protection – Commitment to the Protecting Children and Young People in Anglican Education Policy, Guidelines and Procedures and Child and Youth Risk Management Strategy

The College is committed to the safety and wellbeing of students enrolled at the school. In accordance with sections 171 and 172 of the Working with Children (Risk Management and Screening) Act 2000 (Qld), the College is committed to eliminating and minimising risks to child safety through the Child and Youth Risk Management Strategy. The Teacher Librarian will demonstrate a commitment to Child Protection, supports the rights of children and young people and are committed to ensuring the safety, welfare, and wellbeing of students. The Teacher Librarian will model and encourage behaviour that upholds the dignity and protection of students from harm.

Commitment to the College Vision and Goals

The Teacher Librarian demonstrates a commitment to the College aims and philosophy in holistic education and supports the College's worship and value-based approaches. This commitment includes actively supporting and participating in the College co-curricular programs. The Teacher Librarian will embrace change and support College development, with a focus on building positive and productive relationships with colleagues, children, and their families.

The Teacher Librarian provides support to the College's staff and students in the delivery of quality educational outcomes, providing responsive and client focused support and contributing to student well-being by fostering a warm and welcoming environment within the Library.

Reflective Practice and Ongoing Professional Renewal

The Teacher Librarian will demonstrate a commitment to professional development by actively engaging in ongoing professional learning, applying it to their professional practice. The Teacher Librarian refines their professional practice through regular inquiry, learning and reflection, engaging in self-directed learning informed by experience, research, and collaboration with other professionals, and actively participates in the Professional Review and Learning Program.

Professional Knowledge

The Teacher Librarian - Secondary maintains and enhances their knowledge of subject curriculum. They maintain a thorough understanding of the stages of child and adolescent development and how best to support the development of students academically, physically, socially, and spiritually. The Teacher – Librarian, in conjunction with faculty staff, develops a variety of effective teaching and assessment practices as well as models and implements a variety of effective classroom management strategies.



Library Management

- Managing the Secondary Campus Library to provide effective and efficient access to printed and electronic information and resources to all staff and students.
- Creating an environment that is conducive to active and participatory learning, resources-based instructional practices, and collaboration with teaching staff.
- Encouraging the use of instructional technology to engage students and to support teaching and learning by providing 24/7 access to digital information resources for the entire learning community.
- Assist with the development and implementation of vibrant and diverse reading promotion programs, activities, and events.
- Working with teaching staff to build and strengthen connection between student information, curricular content, learning outcomes, research, and information resources.
- Collaborating with teachers and students to design and support engaging inquiry and learning experiences that incorporate multiple literacies and fosters critical thinking.
- Participating in the implementation of collaboratively planned learning experiences by supporting group and individual instruction, assessing student progress, and evaluating activities.

Information and Technology

- Providing leadership and expertise in the selection, acquisition, and evaluation and organisation of information resources, as well as expertise in the ethical use of information.
- Developing and maintaining a collection of resources appropriate to the curriculum, the learners and the teaching practices and instructional strategies used at the Secondary Campus.
- Understanding copyright and licensing of intellectual property and assisting users with their understanding and observance of these requirements.
- Teach students to become ethical and responsible in the use of AI and information - to find, critically evaluate, synthesize and use information effectively, efficiently and ethically.
- Select, acquire, organise, promote, and maintain electronic learning resources to cover the full age and ability range of the College community and to ensure equal opportunity of access for all students.
- Manage learning material for effective retrieval and use, including the systematic indexing, classification and cataloguing of all Resource Centre information and dissemination to students and staff as appropriate.

Program Management

- Maximising the efficiency and effectiveness of the College Library Information Service program by working collaboratively with all members of the College learning community to define procedures for the use of the programs.
- Use effective management practice, including resources, and facilities.
- Establish processes and procedures for selection, acquisition, circulation, resources, sharing etc. that assures appropriate resources are available when needed.
- Create and maintain a Library teaching and learning environment that is inviting, safe, flexible, and conducive to student learning.



- Selecting and using technology applications for resource management purposes.
- Arranging flexible scheduling of the Library to provide student and staff accessibility to resources at the point of need.
- Maintaining a safe and stimulating environment conducive to achieving optimum use of both purposeful study and leisure, including both supervising student use of the Library and creating displays etc, in compliance with the College's Work Health and Safety Policy and Procedures.

Equipment, Resources and Supplies

- Conduct stocktakes and maintain stock lists
- Orders and supplies
- Budget

Other Duties

- Form Teacher and supervision duties, as required.
- Ensure that the Secondary Campus Library is a user-friendly, user-focused centre of teaching and learning.
- In liaison with the Director of Teaching and Learning, co-ordinate the selection and preparation of book prizes for Speech Night.

Duty of Care

The Teacher Librarian contributes to the College's duty of care for both staff and students by adhering to all requirements relating to the development of an environment which is free from the risk of injury, harm and/or disease as required by the Workplace Health and Safety and Child Protection Acts and relevant College policies and procedures.

Such other duties as may be required from time to time

All employees recognise and accept that multi-skilling is an essential component of employment with the College and that they may be required to undertake duties that are outside their normal position description but within their skills, competency, and capability.



8. Selection Criteria/Competencies

The Teacher Librarian will possess the following competencies, skills, qualifications, and experience:

- Supportive of independent education and the Anglican ethos of the College.
- Must be registered or eligible for registration with the Queensland College of Teachers (QCT).
- Professional library qualifications and/or post graduate qualifications in information technology - desirable.
- Demonstrated experience in managing an innovative, client focused library and information service achieving sound student learning outcomes.
- Experience with the Oliver School Library Management System is desirable.
- A thorough knowledge of resources and information services management, directions in information science, high level knowledge and practice of IT integration/Web 2.0 tools.
- Knowledge of and/or experience with:
 - Innovation design and prototyping
 - Makerspaces
 - Design and information processes
 - Information Literacy and Fluency
- Commitment to keeping up to date with information technology and library trends.
- A commitment to personal and professional development.
- Positive attitude and a willingness to work with children.
- Genuine interest in families and students.
- Demonstrated sound personal qualities of tact, confidentiality, and reliability.
- Ability to implement effective behaviour management strategies to support an optimal learning environment.
- Strong interpersonal and communication skills, ability to build positive and co-operative relationships with students, parents, and colleagues.
- Ability to work effectively in teams and with stakeholders.
- Sound organisation and time management skills, well-organised, with the ability to meet deadlines.
- Basic understanding of workplace health and safety, equal employment opportunity and anti-discriminatory practices and behaviour as applied in a work environment.



The Springfield Anglican College

Statement of Principles Learning and Teaching

The College believes that effective learning occurs both in the classroom and beyond when:

- There are high expectations of success
- The teacher is enthusiastic and knowledgeable
- Students receive constructive feedback and recognition
- Students are motivated and take responsibility for their learning
- Students believe that effort makes a difference
- Students feel safe and able to take risks
- Habits of learning are fostered through meaningful homework
- Students have personal ownership of their own learning
- Tasks are action orientated and inquiry based
- Tasks are reflected in real life experiences
- Consistent with the ethos of the College, the students' sense of worth is fostered

It follows that effective teaching must incorporate:

- Teachers setting high expectations for student achievement
- Teaching strategies which provide for rigour, challenge, and engagement
- The use of a wide range of teaching strategies and approaches including:
 - Active learning and inquiry-based methods
 - Opportunities for cooperative learning
 - Providing frequent and timely feedback on student progress
 - Project based and problem-solving activities
 - The setting and marking of meaningful homework and encouragement of good study habits
 - Differentiated assessment techniques to extend student learning
- Opportunities for students to gain control over their learning through:
 - The teaching of thinking skills and other meta-cognitive processes
 - The use of teaching strategies which embrace different learning styles
 - A focus on the teaching of thinking skills and processes
 - The use of frameworks such as work plans and schedules
- A focus on strong communication between student and the teacher characterised by encouragement, constructive feedback, and recognition
- A strong focus on high levels of literacy and numeracy
- A positive and safe learning environment which foster self-worth and risk taking



STATEMENT OF COMMITMENT

The following **statement of commitment to the safety and wellbeing of children and the protection of children from harm**, seeks to provide a foundation to reflect, encourage and support a child safe culture. The Statement is required to be implemented by all persons within The Springfield Anglican College, The Tiny Tartan Kindergarten and ABCC and Early Years ABCC.

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- *Every child: made in the image and likeness of God.*
- *Every child: loveable and loved, unique and unrepeatable.*
- *Outstanding education for the flourishing of people and the good of community.*

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practiced.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- *place emphasis on genuine engagement with children and young people;*
- *create conditions that reduce the likelihood of harm to children and young people;*
- *create conditions that increase the likelihood of identifying harm where it exists; and*
- *respond swiftly and appropriately to any concerns, disclosures, allegations or suspicions.*

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.

Source: Working with Children in Anglican Education Policy v1.0 (2020)

Steven Morris
Principal