



# PROFESSIONAL PATHWAYS

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## Consultation paper submission template

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**Organisation or group:** Libraries Tasmania

**Are you responding on behalf of your organisation?** N

**Do you give permission to make this submission public?** Y

The Professional Pathways [Consultation Paper](#) invites you to respond to a number of questions about the draft framework and future career pathways in the LIS sector. To aid your response to the Paper, the questions are reproduced below. You do not have to answer every question. If you prefer to write a submission in a different format that is also fine but please include the information above in your submission.

Submissions should be emailed to [professionalpathways@alia.org.au](mailto:professionalpathways@alia.org.au) with the word “submission” in the subject line. Submissions are due by 31 October 2022.

Further information is available from the Professional Pathways website or by emailing [professionalpathways@alia.org.au](mailto:professionalpathways@alia.org.au)

| Section | No | Question   |
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| 2.2     | Q1 | <p><b>Do you believe that the 10 core values remain relevant for the LIS sector today? Please explain your reasons.</b></p> <p>I agree with all 10 core values and would assume they were included in individual library's mission statements... most individuals in the LIS would want to be able to fulfil these values as best as they could but individuals' libraries would have different local policies for staffing / financial / training etc that would limit LIS workers being able to put these into practice. The values themselves are still relevant and acceptable to me but I am also only 2 years into my career. How committed staff are to these values would also depend on their commitment to their workplace – are they passionate about libraries/education and enjoy their work or is it purely a means to an end / financial motivation/stability due to the difficulty of securing employment in the current job market?</p> |
| 2.2     | Q2 | <p><b>Do you agree with the range and scope of the proposed Foundation Knowledge domains? Please explain the reasons for your responses.</b></p> <p>Agree but these are also quite high-level knowledge areas, I would doubt that even some of the managers in Library Tasmania would have all these skills. If this is a framework being used by all LIS then it could be off-putting for band 1s and 3s to see this and know there isn't any opportunity for them to achieve that knowledge. They might assume the professional pathways scope is only focused on librarians or leadership team members.</p>   |
| 2.2     | Q3 | <p><b>Are there any elements that you would add, amend, or remove from the Foundation Knowledge domains? Please explain the reasons for your responses.</b></p> <p>I would change the colouring of the foundation knowledge boxes on the template as your eye isn't drawn there straight away. I would prefer the name of Core Knowledge domains as it fits more in with library qualifications (core units vs elective units).</p>  |
| 2.3     | Q4 | <p><b>Do you agree with the range and scope of the proposed Professional Knowledge domains? Please explain the reasons for your responses.</b></p> <p>Agree – I think they accurately covered the sectors of LIS.</p>  |
| 2.3     | Q5 | <p><b>Are there any elements that you would add, amend, or remove from the Professional Knowledge domains? Please explain the reasons for your responses.</b> No</p>   |
| 2.4     | Q6 | <p><b>Do you agree with the range and scope of the proposed Active Professional domains? Please explain the reasons for your responses.</b></p> <p>Yes, but it doesn't show what they are in the image, you would need a key to explain what that included. If this image was going to be printed out and used for professional development, it needs to have as much information on the graphic as possible or have a key underneath it.</p>  |
| 2.4     | Q7 | <p><b>Are there any elements that you would add, amend, or remove from the Active Professional domains? Please explain the reasons for your responses.</b></p> <p>No</p>   |
| 2.5     | Q8 | <p><b>Are there any ways you feel the conceptual design of the draft Framework could be enhanced or changed to articulate the knowledge, skills and values of the LIS sector?</b></p> <p>It's not immediately clear that these skills should be viewed from the bottom up - if one of the aims is to get managers etc on board to use it for performance reviews or</p>  |

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|         |     | assisting employees on their career progression it needs to easily show what skills are essentially a non-negotiable and what comes next.  |
| 3.2     | Q9  | <p><b>How could the draft Framework support LIS courses at the higher education and/or the VET level, for example in course development or ALIA accreditation?</b></p> <p>I am currently a student of the Diploma of Library and Information Services through TAFE NSW – the only reason I was able to enrol in this course was that there was a discounted rate for students in Tasmania through an ALIA partnership. The course structure also changed this year and our teachers explained that was due to feedback from the industry and making sure that the Diploma included units that were the most valuable to what employers needed now. I would assume this happens in other educational providers but having a framework would keep the courses relevant Australia-wide so that graduates could essentially take jobs in states other than where they studied and still have relevant information.</p>   |
| 3.2     | Q10 | <p><b>To what extent do you feel that the draft Framework could serve as a resource to guide quality assurance in accrediting LIS courses? Please explain the reasons for your response.</b></p> <p>Training providers can make sure they are offering courses that cover all the knowledge levels and as technology needs change or cataloguing requirements to change, the courses can change with them.</p>   |
| 3.3     | Q11 | <p><b>What opportunities for micro-credentials do you see in the LIS sector?</b></p> <p>HEAPS! There is intersectionality between many different industries with libraries – IT, teaching, early childhood, database/social media professionals, GLAM sector etc. In our catchment in Libraries Tas, most people are hired because of their interpersonal and admin skills, it's not a mandatory requirement to have a Cert 3,4 of Diploma for Band 1s,3s and 4s. I know that some staff in my catchment are doing an ALIA mini-course of basic library skills such as readers advisory and this is the perfect alternative to someone doing a full qualification (take it from me, it has been very difficult doing part-time study and full-time work). I see it also helping people from other departments such as IT or the office manager / human resources staff get a basic knowledge of library history and how things work. It would also be great for busy staff to be able to do blocks of courses....maybe Excel, cataloguing, metadata etc. Maybe you could build these blocks together and achieve a Cert 3?</p> |
| 3.4     | Q12 | <p><b>In what way is LIS professional recognition important to you, as an individual or as an employer? What might make professional recognition have more value and/or use in the LIS sector?</b></p> <p>For me, it's important. Working in a library used to be quite a respected career but sometimes I feel like the general view is we just check books out, or that it's not a paid job (that it's a volunteer hobby) and that it's easy. As libraries turn into more cultural hubs, the age of misinformation, low literacy in both print/digital/media etc, I think there needs to be clearer information about what library staff can do to help you and that they are trained and trusted information professionals. I think that it would also help retain great staff as they feel valued and recognised for continued personal development and skill level. It would also help employers with hiring if they know that they need a certain amount of qualifications in their library sites.</p>   |

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| 3.4     | Q13 | <p><b>What should professional recognition be based upon? For example, the attainment of ALIA-accredited academic qualifications, experience in the LIS sector, demonstrated skills and/or knowledge gained from other training or other sectors, or other career opportunities?</b></p> <p>A combination – I think specific skills from ALIA created and/or approved courses but if you have database/interpersonal/teaching skills that you have achieved at a different job/institute and are still valid then they can also be part of that recognition. For the subjects I've applied for RPL for the Diploma has been quite difficult as they've needed to be in a certain time frame but I'm getting on a bit so – maybe there's also a way to take knowledge tests for skills in the absence of not being able to get transcripts etc from past employers.</p>   |
| 3.4     | Q14 | <p><b>What distinctions do you think are important for professional recognition? Should there be distinctions between:</b></p> <ol style="list-style-type: none"> <li><b>people with accredited qualifications in LIS and people with other qualifications or experience?</b> Only for general skills that can cross over such as interpersonal skills (dealing with conflict, team leadership etc)</li> <li><b>librarians and teacher librarians?</b> I'm unsure how much extra training a teacher librarian would have but I think people should be recognised for taking on the additional study.</li> <li><b>people at the beginning of their careers and people with more professional expertise?</b> I think the more recognition the better and could be a combination of things to inspire pride – length of service and qualifications. As there will be staff working in the LIS that don't have an interest or the means/resources to take on additional study but making their contribution valued is important. From my library catchment, I know that the most common complaint is feeling undervalued and unappreciated, therefore I think recognition is essential.</li> <li><b>people, who invest in ongoing CPD and those who don't?</b> There needs to be a motivator to want to increase your skills. We have people in our catchment who attend training for things like e-resources etc but they won't take any of it in, they'll watch a presentation and that's it - they do it because they are told to but if they had a goal to work towards then maybe they would feel more encouraged to increase their knowledge.</li> </ol> |
| 3.4     | Q15 | <p><b>Would you support a program of professional recognition for those working in the LIS sector? Please explain the reasons for your responses.</b> Yes! It's an incentive and it also gives some respectability and credit to LIS professionals. It makes these roles seem more attractive and can show the industry is interested in rewarding career progression and skills development. For those that work in government agencies, there will always be those "cruisers" that are just biding their time until retirement but something like this could try and stop things from getting stale.</p>   |
| 3.4     | Q16 | <p><b>Would the draft Framework be suitable to underpin a professional recognition program? Please explain the reasons for your response.</b> Yes, because it can give consistency across the country instead of a council/government / private level. It could also help with recruitment as many of the job descriptions for libraries are just copied/pasted from other State Service descriptions. It would make it easier for staff to move between states if expectations were the same. For example, you can be a Band 4 Ops Coordinator in Tasmania without any library experience but in a similar role on the mainland, you would need at least a Library and Information Service Diploma.</p>   |

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| 3.4     | Q17 | <b>Would you support a system where those working in the LIS sector can demonstrate their career progression? Please explain the reason for your choice.</b> Absolutely. There should be a culture in libraries to celebrate excellence and intelligence. I even like the idea of performing skills tests to demonstrate you are still up to date with your knowledge and skills. On the flip side, this could also be disheartening to those people working outside capital cities that aren't offered the opportunity to progress because those roles don't exist. If there were more opportunities for library tech/librarian roles remotely that would also be something that could be included in career progression opportunities. I also think having a system to demonstrate progression can reward those people that are driven and motivated, which is nice.   |
| 3.5     | Q18 | <b>Are there ways for the draft Framework to provide a new structure for the ALIA CPD scheme? Please explain the reasons for your responses.</b> Although I'm an ALIA member I'm currently not in the scheme as I'm so busy with doing my Diploma. But once I've finished, I will be signing up as development opportunities in my catchment in Libraries Tasmania are pretty much non-existent. I think that it's a brilliant system and that any permanent employees working in a library role should be given ALIA membership and access to the scheme as a condition of employment.  |
| 4.6     | Q19 | <b>How do you see the draft Framework being applied in either your career or your organisation?</b> As someone with another 20 years of working life ahead of them and the goal of becoming a qualified librarian I would like to be recognised for the amount of extra time and money I put into professional and career development. I would also like to have a clear, career development pathway and a way to track how I am going. Although there's a personal development component of my current role it's not taken seriously and the people in charge of mine don't have experience in the area, I wish to move into so they can't help and they may have 10 other people's PDPs to manage. Having an organisation and recognition scheme to champion LIS development could help those people who are feeling frustrated with career limitations working in the state service. I like the idea of a checklist system for managers who look after PDPs so they have some idea of where their employees want to go. I think there also needs to be a push to managers/councils etc for them to want to have staff working in their libraries with special skills, they need to have something to refer to when they want to budget money for training, increased salaries for hiring etc. |

**Q20** Any other comments or feedback