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I wish to add my feedback to the response to the consultation paper from the School of Information and Communication Studies, Charles Sturt University. I am a late career practitioner having been a teacher, teacher librarian, full time lecturer and course director in teacher librarianship, and an adjunct and sessional lecturer in LIS over a period of fifty years. The response from CSU is a considered one and I agree with both the positives they highlight and their concerns, particularly (in response to Q13):

'What concerns the School is if the existing or proposed framework is not used to rigorously assess the knowledge, skill, and attributes (KSAs) of those seeking admission to the information profession by way of professional membership of ALIA. The globally accepted, standard way of rigorously assessing for a foundational level of KSAs is through a program of formal education. As the International Federation of Library Associations and Institutions (IFLA) state in their Guidelines for Professional Library and Information Science (LIS) Education Programmes (2022), 'formal education, leading to a degree, provides the qualification for a professional career' (p.1). Universities are required to demonstrate in considerable detail the validity of their students' learning outcomes, through systems of internal moderation and external benchmarking, while professional accrediting bodies, such as ALIA, ensure the industry relevance of their curricula. Micro-credentials, on the other hand, rarely undergo equivalent levels of quality assurance around their learning outcomes, and it would require a very large number of them to equate to the minimum volume of study ALIA requires of programs for its professional accreditation, i.e., one year of full-time study or equivalent (for the graduate diploma). The introduction of an alternative pathway to ALIA professional membership is consequently likely to result in a diminution of the status of ALIA professional membership in terms of the KSAs this membership represents, and ultimately of the status of the profession that ALIA represents. It may also lead to employers not accepting ALIA professional membership as the base qualification for entry-level professional positions, and ultimately of the diminution of the relevance of ALIA itself.'

Having worked extensively as a teacher librarian and a teacher librarianship educator I wish to support the above comments from the teacher librarianship perspective. ALIA has worked hard in supporting the development of full professional qualifications in teacher librarianship and in providing professional recognition of those qualifications. This has not been an easy process as there is a long history of alternative short courses in teacher librarianship that were not recognised by ALIA, but were specifically created by, or for, school systems and were recognised by those school systems. ALIA risks taking a significant backward step both in its influence and relevance in the area of teacher librarianship in looking to potentially recognise such training towards professional membership of ALIA under its micro credentials proposal. It would also potentially undermine the remaining ALIA recognised courses in teacher librarianship such as the Master of Education (Teacher Librarianship) offered by CSU. A specific example: CSU was contracted for a number of years to provide a Graduate Certificate in Teacher Librarianship for the NSW Department of Education. This was a significant upgrade

on the previous minimum qualification in teacher librarianship that was both provided by, and recognised by, the Department. This graduate certificate was not recognised by ALIA as it was clearly not equivalent to a full professional qualification in teacher librarianship. This acted as an incentive for a number of students who completed the graduate certificate to continue their studies and complete the Master of Education (Teacher Librarianship). This was a positive process that led to better qualified teacher librarians and clearly demonstrated the benefits of the clear strong requirements for professional recognition of a course by ALIA. The NSW Department of Education currently requires a full professional qualification in teacher librarianship (as recognised by ALIA). Why potentially undermine? Other education systems do not necessarily require the same level of professional education for their teacher librarians. Is this good reason for ALIA to potentially recognise less professional courses and negatively impact on current ALIA accredited teacher librarianship courses?

The suggestion floated in Question 14 of having separate professional recognition for librarians and teacher librarianship seems to indicate ALIA's recognition of such issues. Is potentially recognising micro credentials in teacher librarianship for professional membership of ALIA really a wise path to take? Would teacher librarians be interested in alternative professional recognition by ALIA? Those teacher librarians who choose to take up professional membership of ALIA frequently do so because of the professional benefits they see in such membership, namely being seen as a qualified member of the LIS sector as well as a qualified teacher and teacher librarian. They are generally interested in the professional opportunities such recognition can lead to, and for a number has led to. Would ALIA professional recognition and membership specifically as a teacher librarianship have the same appeal? I suspect that only if school systems required their teacher librarians to have such recognition to work as a teacher librarian that there would be strong take up of such professional recognition. Such a requirement seems unlikely.