

Name: Anonymous

Feedback provided from:
An individual

Organisation Name (if providing on behalf of an organisation):

1. Do you think the conceptual design of the Draft Framework works? What would you change?

No. The Draft Framework does not work to strengthen the profession, skills and knowledge of librarians. Instead, it works to lower the levels of knowledge and skills for librarianship. This is a strategy to lower the current standards required to be qualified as a librarian. It will only erode the public's confidence and respect for libraries and librarians and the integrity regarding information management and research which librarians can provide.

2. Are there any elements that you would add, amend, or remove?

Remove:

- the option to become qualified as a librarian without the current qualifications offered by the universities which offer library and information management/studies degrees.
- I support pathways for e.g. library assistants in schools to be given credit for doing some courses or a certain amount of experience in libraries, but the content, knowledge and skills for a degree must not be watered down. Instead the current library degree courses should be supported and strengthened and other universities should be supported to offer library degree courses too.

3. Would a Framework along the lines of the draft Framework be useful to you in your career or workplace? How could you see it being used?

As stated above, I support pathways for e.g. library assistants in schools to be given credit for doing some courses or a certain amount of experience in libraries, but the content, knowledge and skills for a degree must not be watered down. Instead the current library degree courses should be supported and strengthened and other universities should be supported to offer library degree courses too.

I work as a full-time teacher librarian in a NSW government high school and it would help if my assistant was willing to do extra courses. if she could gain credit towards some sort of library qualification that would be encouraging and helpful.

The Framework would lead to my school and the Department of Education offering even less support to the school library by employing someone (e.g. an IT specialist) without the core knowledge librarians current are required to have.

4. Is LIS professional recognition valuable to you? What changes would you like to see to professional recognition?

Yes. It seems that despite the 2011 Inquiry into school libraries and teacher librarians in Australian schools, school principals and other staff still think teacher librarians just stamp books. Principals continue to place teacher librarians on classes as covers/casuals to save money (e.g I have to teach

my other teaching subject as a class teacher). The situation has been even worse with the covid crisis and the teacher shortage. My position of Teacher Librarian is full-time in the school's annual report but when I use the DoE's own recommendations for the time a teacher librarian should have doing library work, For years I have only had one day in the library or doing library teaching. My many complaints finally won me more time and the chance to finally teach research skills (but only to Year 7 students) for 2021, but then with covid I was used as a casual teacher covering classes I was not qualified to teach. With more written complaints I am finally again teaching Year 7 research skills and the students are enjoying and benefitting from learning about the many sources of information available to them both in our school library in hard copy and online and via the public and State libraries.

So, we need our profession strengthen, not weakened, and the Framework will only serve to make things worse for librarianship.

5. Any other comments?

The Framework is an insult to the profession of librarianship.