



# PROFESSIONAL PATHWAYS

Consultation Paper

Library and information services workforce:  
Framework and Recognition



Australian Library and  
Information Association



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*Consultation paper: Library and information services workforce: Framework and Recognition*

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# Consultation paper

## Library and information services workforce: Framework and Recognition

### Why are we consulting?

We are seeking your input into the final design of the Professional Pathways project. Implementation will commence in 2023. Specifically we are seeking input on the draft Framework and its uses, systems for recognition and continued professional development (CPD).

### What are we trying to achieve?

We are trying to put in place the frameworks and structures necessary to support a diverse, valued and supported library and information services (LIS) workforce with the skills, knowledge and ethics needed to deliver quality library and information services that anticipate and meet the needs of the population into the future.

### How can you provide feedback?

By responding to the consultation paper by 7pm AEST Wednesday 5 July. There is no set format for submissions, however you may wish to answer the questions posed throughout this paper. When providing feedback please indicate:

- whether you are making the submission as an individual or on behalf of an organisation
- whether you are happy for your submission to be published
- if you are happy for it to be published, whether you wish to be anonymous.

If you cannot provide a written submission please email [education@alia.org.au](mailto:education@alia.org.au) or call the ALIA Office on 02 6215 8222 so we can find an alternative way of receiving your feedback.

Feedback must be received by 7pm AEST Wednesday 5 July.

### How will the feedback be used?

The results of the consultation will inform the Professional Pathways Advisory Board's final recommendation to the ALIA Board. The ALIA Board will decide on the final actions to be taken to implement the recommendations. We anticipate the results of this consultation will be available in the third quarter of 2023.

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## Executive Summary

*To ensure the high standards of personnel engaged in information provision and to foster their professional interests and aspirations.*

Objects of the Australian Library and Information Association (ALIA)

The Professional Pathways project is a whole of sector approach to ensure a diverse, valued and supported library and information services (LIS) workforce with the skills, knowledge and ethics needed to deliver quality library and information services that anticipate and meet the needs of the population.

The primary focus of the project is the skills, knowledge and ethics needed in the LIS workforce. From there, the project looks to how we should recognise the skills, knowledge, ethics and specialisations of those in the LIS sector, in order to incentivise employees and employers to continue learning.

An initial consultation paper with a draft Framework and questions regarding recognition and continuing professional development (CPD) was released in July 2022. The revised model, comprising the final Framework and implementation proposal, presented in this paper has been informed by the feedback and information received during that consultation. This paper provides a final opportunity for feedback.

### *Framework*

The core of the proposed model is the Framework of skills, knowledge and ethics (the Framework). The Framework received overwhelmingly positive responses, and many suggestions for improvement. The final Framework presented below is a distillation of the knowledge, skills and ethics of the LIS workforce in a format that can be individualised and used in multiple ways by both employees and employers.

The Framework consists of three components:

- Core domains: the universal knowledge, skills and ethics applicable for roles across LIS
- Professional Knowledge Domains: the key areas of LIS knowledge. Associate and LibTec Members of ALIA would be expected to have knowledge of all domains

- Active Professionalism: encompasses the professional mindset and the behavioural skills that are critical for the successful application of the Core and Professional Knowledge Domains in the workplace.



### *Use of the Framework and recognition*

There was excitement in the previous round of consultation about the possibilities of the Framework, from structural uses such as supporting LIS education or workforce development through to personal uses to map continuing professional development (CPD) or communicate people's role outside the sector.

In considering the role the Framework might play in supporting future recognition, ALIA looked at the strong feedback about the importance of professional recognition. People saw value in being able to distinguish between people with ALIA-accredited qualifications and those without, and in being able to recognise CPD, experience and qualifications.

We propose using the Framework as a base to support recognition of core skills, specialisations, training and education through the use of badges or other credentialling mechanisms.<sup>1</sup> Advantages from this approach include having a recognisable, adaptable and flexible mechanism that is externally validating, stackable, and transferrable.

We are not proposing any changes to membership categories at this time. The current categories still serve the purpose of identifying people with ALIA accredited qualifications or equivalent, and those who have non-LIS qualifications working in the LIS sector.

### *CPD*

ALIA proposes that the CPD scheme be aligned with the Framework and integrated into the badging system. Additional supports and incentives for employees and employers should be explored, including sector standards for employers to support the CPD and career development

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<sup>1</sup> "We" refers to ALIA throughout this paper.

of their employees. ALIA could then recognise those employers who meet those sector standards.

In presenting the proposed Framework and approach to recognition and CPD, ALIA is motivated by the knowledge that the LIS sector is as strong as its people. The proposals outline a system that recognises and includes all people in the LIS workforce, reinforces the core ethics and values that bind us, and incentivises everyone to undertake education, training and professional development.

## Background and process

The Professional Pathways project is a whole of sector approach to ensure a diverse, valued and supported library and information services (LIS) workforce with the skills, knowledge and ethics needed to deliver quality library and information services that anticipate and meet the needs of the population. The project is being led by ALIA staff with Drs Gillian Hallam and Lyn Hay as consultants and the cross-sectoral Professional Pathways Advisory Board providing oversight, strategic direction and recommendations to the ALIA Board.

The Professional Pathways project involves four key stages of work:

- Stage 1: Discover
- Stage 2: Develop
- Stage 3: Implement
- Stage 4: Embed.

In Stage 1 an extensive literature review and environmental scan was undertaken culminating in the [Technical Report](#) written by Dr Gillian Hallam, released in March 2022. The Report examined a range of interrelated topics, including LIS skills frameworks, professional ethics and values, qualification pathways, future views of education and training, continuous professional development and professional status.

In response to the findings from the Technical Report, the Professional Pathways Advisory Board made four recommendations:

**Recommendation 1:** Develop a framework of knowledge, skills and ethical behaviour

It is recommended that ALIA develops a comprehensive framework of knowledge, skills and ethical behaviour that represents a sector-wide, whole-of-career resource, supporting the learning and development needs of all library and information professionals while recognising specific needs of areas of specialisation. The framework should be developed in consultation with people across the sector, and draw from the evidence in this report and ALIA's Foundation knowledge for entry-level library and information professionals.

**Recommendation 2:** Work with educators to strengthen accredited courses

It is recommended that ALIA work with educators and the industry to strengthen the ALIA-accredited qualifications with specific attention to industry engagement, practical



experience, and quality improvement. ALIA should work with educators to better track the student cohort diversity measures and to attract and support talented students from diverse backgrounds.

**Recommendation 3:** Develop new professional pathways

It is recommended that in implementing the new framework (Recommendation 1) consideration is given to new pathways into the profession, professional registration, and revalidation of professional status. ALIA should work with educators and other partners to identify existing and potential CPD offerings which will integrate with the new framework.

**Recommendation 4:** Progress an employer engagement strategy

It is recommended that ALIA develop an employer engagement strategy to build a deeper appreciation of the importance and value of professionalism, continuing professional development, and the whole-of-career framework as implemented.

In Stage 2 additional evidence gathering and consultation was undertaken to advance recommendations 1 and 3, with recommendations 2 and 4 being progressed in parallel with key stakeholders.

A series of online focus groups with members of the LIS workforce were conducted to explore the concepts of the professional framework, professional identity and active professionalism. The findings from the focus group activities are presented in the [Focus Group Consultation Report](#).

The findings from the focus groups, the Technical Report and ALIA's existing policies, most notably the [Foundation knowledge for entry-level library and information professionals](#) were used to develop a draft framework of skills, knowledge and ethics, and a series of questions and provocations around continued professional development, specialisations and recognition which were released for comment in the [Professional Pathways Frameworks Project Consultation Paper](#).

The consultation period ran from July – November 2022 and included a series of face to face and online workshops, written submissions, short responses to questions and a survey. The details of the consultation and the quantitative and qualitative feedback are detailed in the *Phase One Consultation Research Report*.

Recognising the specific challenges and needs of the school library sector, Dr Lyn Hay was commissioned to undertake specific consultation and research into this sector. A literature review, gap analysis, interviews, focus groups and survey all contributed to the final [ALIA Professional Pathways School Library Research Report](#).

The Professional Pathways Advisory Board worked over the summer 2022-2023 to analyse evidence and findings. [Meeting](#) face to face in February 2023 for a full day, the Professional Pathways Advisory Board discussed over 50 possible recommendations to come to a final proposal and set of recommendations for the ALIA Board in March 2023, which in turn formed the basis of this paper. This consultation paper provides a final opportunity for feedback on the model before we enter Stage 3: Implementation.

# The Framework

## Overview

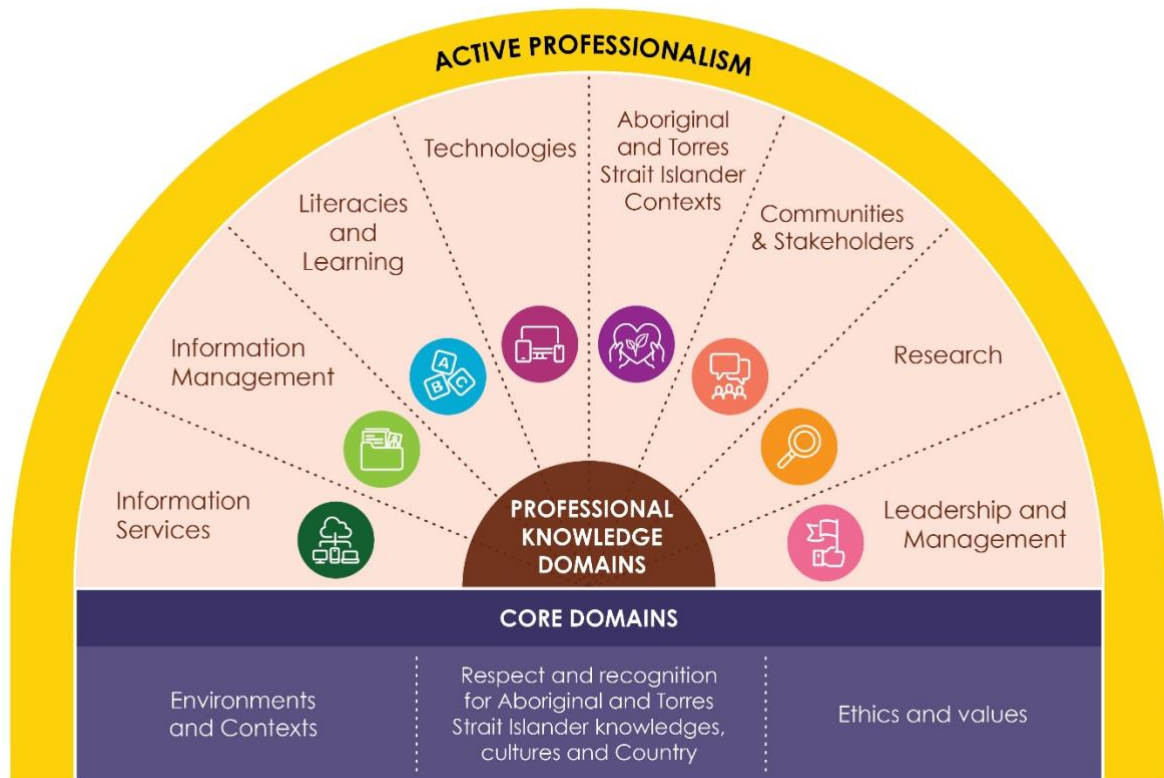
The Framework is a visual representation of the skills, knowledge and ethics identified as necessary for the LIS workforce. People and organisations can then use this framework in a myriad of customisable ways. The Framework has been designed for broad applicability, able to be used across LIS sectors, career stages and roles, and by individuals, employers and institutions. Language choices reflect this wide use, with the potential for more specialised versions to be created.

Unclear explanations from ALIA during the phase one consultation led to some misunderstandings of the Framework and its uses, including that it was only meant for use by librarians or library technicians, that the Core Domains were replacing the *Foundation knowledge for entry-level LIS professionals* or that librarians or library technicians would no longer be expected to have coverage of the professional knowledge domains. For more explanation of the expected or potential uses of the framework please see below.

The Framework presented here incorporates feedback from the consultation process. This feedback, and the improvements made in response is outlined below. ALIA would like to acknowledge the contributions made by individuals and organisations during the consultation, as well as the contributions of the Aboriginal and Torres Strait Islander Expert Advisory Group and the Professional Pathways Advisory Board.

The visual representation of the Framework is at domain level, with the detail for each domain in the corresponding written segment.

## Framework – visual presentation



The Framework is divided into three domains:

- Core Domains
- Professional Knowledge Domains
- Active Professionalism Domain.

## Framework - detail

### Core Domains

The three Core Domains represent the minimum knowledge, skills and ethics recommended for all roles across the LIS workforce. The Core Domains are generally a starting point and are not sufficient for the majority of LIS roles. Some roles will also require all the Professional Knowledge Domains obtained through an ALIA-accredited LIS qualification while others may only require evidence of one or more specific Professional Knowledge Domains. Active Professionalism is a Domain that is an important focus for all roles.

The Core Domains are:

- Environments and Contexts

- Respect and recognition of Aboriginal and Torres Strait Islander knowledges, cultures and Country
- Ethics and Values.

While the Core Domains anchor the Framework design, people may develop understanding in any order and after building expertise in other domains. The Core Domains underpin the application of LIS skills within the different Professional Knowledge Domains.

## C1 Environments and Contexts

CORE DOMAIN

This Core domain addresses knowledge and understanding of the unique and diverse environment of the library and information services sector. Knowledge areas in this domain embrace the wider library and information context, as well as the specific sector area of employment and the way in which they operate in their areas e.g. schools, university, public, health, law, etc.

This includes current knowledge and understanding of the library and information environment, including:

- historical background and changing nature of the library, information and knowledge environments
- contexts in which information is originated, described, stored, organised, preserved, retrieved, modified and used in general and in the particular sector of practice or employment
- wider political, economic, social, cultural, educational, technological and environmental factors and events which may impact on the profession and on the particular sector of practice or employment
- legal and regulatory frameworks which may apply to professional practice in the broader context and those that apply to the specific area of practice or employment
- policies and standards of relevant government, corporate and professional bodies and those that apply to the specific area of practice or employment
- terminologies and vocabularies as used in different professional and technical contexts, and those employed in the specific professional or technical area of practice
- understanding of open access, open science, open data and Indigenous Cultural Intellectual Property (ICIP).

## C2

# Respect and recognition for Aboriginal and Torres Strait Islander knowledges, cultures and Country

CORE DOMAIN

This Core Domain is for all people engaged in library and information services in Australia, Indigenous and non-Indigenous, embracing the need to embed an acknowledgement of Aboriginal and Torres Strait Islander peoples in practice. This involves current understanding of cultural protocols for Acknowledgement of Country across the diverse First Nations communities of Australia, and awareness of Aboriginal and Torres Strait Islander knowledges, cultures and Country in relation to the library and information environment, including:

- an acknowledgement that we are all living and working on Aboriginal and Torres Strait Islander Country
- an understanding of the diversity and importance of Aboriginal and Torres Strait Islander peoples and knowledge systems
- the significance of Indigenous worldviews and cultural practices as these relate to the library and information sector
- the provision of services addressing unique information needs of Indigenous people and communities
- the impact of colonisation and the relationship with libraries and information systems
- protocols around Indigenous collections and access
- the importance of First Nations' voices and representation in LIS practice, especially in work or collections about or for First Nations peoples
- cultural competency to support Aboriginal and Torres Strait Islander colleagues' wellbeing within the workplace
- a commitment to uphold the [United Nations Declaration on the Rights of Indigenous Peoples](#).

## C3

# Ethics and values

CORE DOMAIN

People engaged in library and information services are members of a profession committed to act with integrity, ethics, trust, expertise and for the promotion of public good. This includes upholding core ethical principles, including:

- Access to information
- Responsibilities towards individuals and society
- Privacy and transparency
- Principles of open access and intellectual property
- Neutrality, personal integrity and professional skills
- Colleague and employer/employee relationships.

ALIA has not published a code of ethics *per se*, but has formally endorsed ([ALIA endorsement of the IFLA code of ethics statement \(2018\)](#)) the document published by the International Federation of Library Associations (IFLA): [IFLA Code of ethics for librarians and other information workers \(2012\)](#). Further guidance on ethical behaviour is provided in the [ALIA professional conduct policy statement \(2020\)](#). These documents stress that people engaged in library and information services are members of a profession committed to act with integrity, ethics, trust, expertise and the promotion of public good.

The [ALIA Core values policy statement \(2018\)](#) outlines ten core values that library and information services professionals commit themselves to:

1. Promotion of the free flow of information and ideas through open access to recorded knowledge, information, and creative works
2. Delivery of authentic information and evidence-based practice supported by quality research
3. Connection of people to ideas, knowledge creation and learning
4. Dedication to fostering reading, information and digital literacies
5. Respect for the diversity, individuality and equality of all and recognition of the rights of Aboriginal and Torres Strait Islander peoples
6. Adherence to information privacy principles
7. Management, organisation and preservation of the human record
8. Excellence, accountability, integrity and responsibility in services to our communities
9. Commitment to maintaining currency of professional knowledge and practice
10. Partnerships and collaborations to advance these values.

### Professional Knowledge Domains

The eight Professional Knowledge Domains represent the key areas of LIS knowledge. It is acknowledged that the specific range and scope of application of each domain will depend on the different parts of the LIS sector and/or workplace roles, along with the need to accommodate innovation and change in practice over time.

People in library technician or librarian roles would be expected to have some knowledge drawn from each of these Professional Knowledge Domains. As people working in more specialised roles are likely to have developed deeper expertise in one or more Professional Knowledge

Domains, they would not be expected to apply knowledge from all of the Professional Knowledge Domains in their practice.

**PK1**

## Information services

PROFESSIONAL KNOWLEDGE DOMAIN



Current knowledge and understanding of the delivery of data, information and knowledge services that connect users with the resources they need at the right time and place, and in the right format, including:

- client engagement
- information needs analysis
- information seeking behaviour, user experience and accessibility
- retrieval, evaluation and synthesis of information
- reference services and interviews
- research consultation services in different disciplines
- research support services and informetrics
- customised delivery of resources tailored to target client groups
- awareness of Indigenous approaches in providing information services that support the care and protection of Indigenous data and knowledges.

**PK2**

## Information management

PROFESSIONAL KNOWLEDGE DOMAIN



Current knowledge and understanding of the acquisition and management of the multiple information formats used by individuals and organisations, including:

- information architecture to determine the structure, design and flows of data and information
- storage, curation, protection, preservation of collections, data, records and knowledge
- migration, restructure, manipulation, transformation and presentation of data and records
- cataloguing, classification, metadata, interoperability and other information standards and schema
- thesauri and subject indexing
- collection analysis and management

- acquisition, negotiating with publishers and providers of resources, licensing and monitoring publishing trends
- digitisation and digital repository management
- research data management
- intellectual property rights, copyright, Indigenous Cultural and Intellectual Property (ICIP) and creative commons.

## PK3

### Literacies and learning

PROFESSIONAL KNOWLEDGE DOMAIN



Current knowledge and understanding of the importance of literacies and learning to connect individuals and communities to ideas and knowledge creation, including:

- advocacy for reading, literacy and digital literacy
- programs to meet the literacy, early literacy, educational, information literacy, digital literacy and media literacy needs of individuals and communities
- cultural events, exhibitions and displays, and activities that foster discovery, creativity and collaboration
- training needs assessment
- community-focused training programs and learning activities
- pedagogic methodologies, including technology-enhanced learning
- awareness of Indigenous priorities in relation to literacies and learning.

## PK4

### Technologies

PROFESSIONAL KNOWLEDGE DOMAIN



Current knowledge and understanding of information and communications technologies, including:

- library business systems and platforms
- content, learning, research data, repository and database management systems
- web and network management services
- industry standards relating to eResource management
- identity management and authentication systems
- principles of information privacy and cybersecurity
- mobile technologies and applications, including systems interoperability
- artificial intelligence (AI) and machine learning



- social media and collaborative tools
- assistive and related technologies
- data analytics and the value of data as evidence in decision making, policy and research contexts
- the potential of emerging technologies for future library and information practice.

## PK5

# Aboriginal and Torres Strait Islander Contexts

PROFESSIONAL KNOWLEDGE DOMAIN



The Aboriginal and Torres Strait Islander Contexts professional domain recognises the importance of supporting Indigenous knowledges and community engagement across Australian libraries.

It is intended that knowledge, understanding and competency in this domain is the responsibility and to the benefit of all people working in the library and information services sector in Australia, Indigenous and non-Indigenous colleagues alike. While non-Indigenous LIS workers may become proficient and knowledgeable in this professional knowledge domain through training, continuing professional development and professional engagements, the personal lived experience of First Nations LIS workers is non-substitutable, holds unique value and may translate into greater competency and expertise in this area.

This domain focuses on developing the skills and knowledges in Aboriginal and Torres Strait Islander contexts, understanding the priorities and needs of Indigenous people in the context of redressing harms from colonisation and developing approaches supported by Indigenous ways of knowing, being and doing.

Current knowledge and understanding of Aboriginal and Torres Strait Islander professional knowledge as it relates to the library and information environment includes:

- Indigenous information and knowledge systems
- principles of Indigenous rights to self-determination and sovereignty
- Indigenous information initiatives, policies and protocols, such as the ATSILIRN Protocols and Right of Reply
- history and legacy of colonisation and impacts on Indigenous peoples' knowledge and information needs
- Indigenous authority, ownership, control and the protection of Indigenous Cultural and Intellectual Property (ICIP)
- relationality, wellbeing and respect in Indigenous information contexts
- cultural context of the Indigenous library workforce.

## PK6

# Communities and stakeholders

PROFESSIONAL KNOWLEDGE DOMAIN



Current knowledge and understanding of the strategies and practices that contribute to the development of strong communities, including:

- ethical issues associated with working with a wide range of client groups and third parties
- awareness of cultures, histories and contemporary realities of communities and understanding of protocols to engage effectively in diverse cultural contexts
- awareness of Aboriginal and Torres Strait Islander protocols, contemporary realities and the need and means to engage and work effectively in Indigenous contexts
- commitment to inclusion of diverse communities
- community information and recreation needs
- information resources, programs and services designed to support community engagement and social inclusion
- principles of community development and evaluation strategies for community engagement
- relationships and alliances achieved through consultation, liaison and partnering with other groups and organisations
- building and maintaining engagement with stakeholders
- fulfilling the role of placemaking, cultivating a sense of place and creating safe spaces in both physical and digital environments.

## PK7

# Research

PROFESSIONAL KNOWLEDGE DOMAIN



Current knowledge and understanding of different kinds of research activities in the library and information sector, including:

- the importance of evidence-based information practice to support decision making at all levels
- quantitative and qualitative research methods
- conducting research projects including, quality improvement, evaluation and innovation projects
- dissemination, translation and sharing of research findings into industry practice

- engagement with research outputs and practice including through communities of practice and practitioner research
- critical appraisal and synthesis of research literature
- interpretation and presentation of data and statistical analyses
- scholarly communications and an understanding of open access, open science, open data, rights retention, FAIR and CARE principles, and Indigenous Cultural and Intellectual Property (ICIP)
- awareness of Indigenous research methodologies and their application in LIS.

**PK8**

## Leadership and management

PROFESSIONAL KNOWLEDGE DOMAIN



### **Leadership**

In this domain, the emphasis is on leadership at all levels, all job titles and on projects and initiatives big and small. It is about fostering a culture in which leadership qualities and a sense of ownership can develop. Current knowledge and understanding of the principles of leadership including:

- delivering innovative service and practice improvements
- program, project and change management
- facilities and technology management
- physical and digital library space design
- leading and inspiring individuals and teams
- communications, marketing and public relations
- advocacy and influencing key stakeholders
- development and application of policies and procedures
- incorporating principles of sustainability into practice
- risk assessment.

### **Management**

- governance and accountability
- the value of organisational policies and procedures
- people management and development, including equity, multicultural, diversity and cultural issues
- risk management and workplace health and safety
- strategic, business and workforce planning
- budgets, financial management and fiscal accountability
- business continuity and disaster management.

## Active Professionalism Domain

Active Professionalism binds all the elements of the Framework through the professional mindset and the behavioural skills that are critical for the successful application of the Core and Professional Knowledge Domains in the workplace.

Active Professionalism stresses the importance of positive and productive interactions with colleagues and clients and an ongoing commitment to lifelong learning.

# AP1

## Professionalism

ACTIVE PROFESSIONALISM

It is expected that people engaged in library and information services in Australia maintain currency of professional knowledge and practice and uphold professional standards and values, through:

- the understanding and application of moral, cultural, ethical principles and legal responsibilities involved in the provision of library and information services to individuals and communities
- advocacy for the library and information profession
- active contribution to society by sharing specialist knowledge and expertise as a library and information professional
- membership of and participation in ALIA as well as other professional associations, as appropriate to the individual's specialisation
- commitment to undertaking formal and informal continuing professional development activities to build knowledge and skills
- professional certification through the relevant ALIA CPD specialisation
- mentoring and coaching activities
- research and publishing in the professional literature.

# AP2

## Behavioural skills

ACTIVE PROFESSIONALISM

It is expected that people engaged in library and information services in Australia cultivate and apply strong behavioural skills to successfully interact with others in the workplace and to contribute to a positive and productive work environment, through:

- self-awareness and self-management
- communication skills
- interpersonal skills

- relationship building
- collaboration
- empathy
- conflict resolution
- intellectual curiosity, flexibility and adaptability
- critical reflective practice
- creative and positive thinking
- critical thinking and problem solving
- resilience
- enthusiasm for lifelong learning and new roles.

### Question

1. What changes should be made to the Framework? Please explain why the changes will improve the Framework.

### Feedback and changes

The above Framework was refined from the original version consulted upon in 2022. The full results of the consultation can be read in the *Phase One Consultation Research Report*. Key feedback and the changes that were made in response is outlined below.

Overall during the consultation, the draft Framework received a high level of support, with the survey recording an aggregate of 72% positive, 13% negative and 15% uncertain responses.

Each of the domains received a positive rating:

- Foundation (Core) domains: 73%
- Professional Knowledge domains: 85%
- Active Professionalism domains: 78%

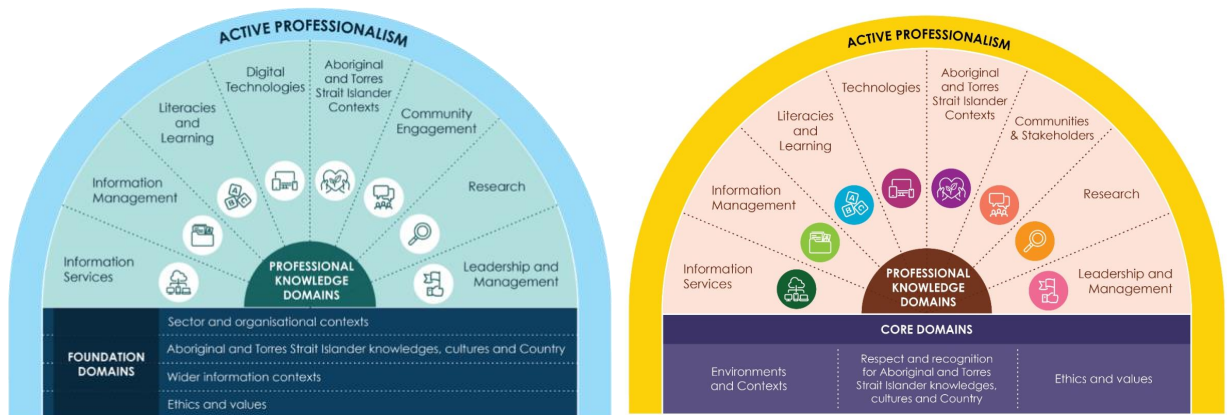
Framework updates - structure

*“Overall, it is clear, easy to understand - and it makes me excited about the future of our profession”*

A small number of changes to the names and configuration of domains, detailed in the table below, have been made, leading to the following changes:

**Draft Framework (old version)**

**Updated Framework**



Draft Framework	Updated Framework
'Foundational' domains	> 'Core' domains
Digital Technologies	> Technologies
Community engagement	> Communities and stakeholders
Add 'Respect and recognition' to Aboriginal and Torres Strait Islander knowledges, cultures and Country	> Respect and recognition of Aboriginal and Torres Strait Islander knowledges, cultures and Country
Combine 'Wider information contexts' with 'Sector and organisational contexts'	> Environments and contexts
Core domains arranged in rows	> Core domains arranged in pillars
Blue shades	> More colour variation and visual impact

The recommended change from 'Foundational domains' to 'Core domains' as well as the shift in display from horizontal rows to adjacent pillars reflects the intention to present these domains in a non-hierarchical, non-chronological way. ALIA is aware that this is the terminology that the American Library Association uses.

The change to the Professional Knowledge Domain (PKD) 'Digital Technologies' to become 'Technologies' is to futureproof the terminology, recognising that it could become redundant with the advent of other types of technology such as machine assisted technologies and quantum technologies. It also encompasses the non-digital technologies and systems that are used in the LIS sector.

Changing the 'Community engagement' PKD to 'Communities and stakeholders' gives visibility to the breadth of internal and external partnerships and collaborations that are fundamental to LIS work. It better acknowledges the importance for connecting and working with key stakeholders in government, vendors, professional associations and funding bodies, as well as philanthropic donors. Without 'engagement' it is also less prescriptive in terms of the kind of approach to be adopted with library communities and stakeholders, and avoids any perception that this is primarily about engaging with the general community rather than the library's community. Other amendments to the content of this segment are detailed further below.

The two former Foundation domains, 'Wider information contexts' and 'Sector and organisational contexts' have been combined into one Core domain, 'Environments and Contexts'. It was agreed that the content of these two areas had a significant amount of overlap and a return to one domain reflects the original arrangement in the [Foundation knowledge for entry-level library and information professionals \(2020\)](#) on which the Framework is substantially based.

To distinguish and make clear the differences between the Core domain and Professional Knowledge domain relating to Aboriginal and Torres Strait Islander priorities, the Core domain has been renamed 'Respect and recognition of Aboriginal and Torres Strait Islander knowledges, cultures and Country'.

#### Visual appearance

Feedback was received that the original colour scheme was dull and unengaging. Requests were also made to differentiate the segments by colour, which has been achieved through the use of coloured icons for the professional knowledge domains. It should be noted that it is possible to have more than one version of the framework in different colour schemes. Final colour combinations must adhere to visual accessibility standards.

#### Content adjustments

*As a middle manager, I think that it would be useful for identifying possible gaps and as a conversation starter with my supervisor in our performance planning sessions about what professional development I could/should be focusing on.*

*I am finding it is giving me a much greater sense of where my skills will fit, where my interests will be beneficial and how I can map this to foster ongoing learning and advancement.*

A number of enhancements, adjustments and additions have been made to the text content within the domains.

The Research Professional Knowledge Domain has been clarified to pertain to understanding, using, undertaking and evaluating research, with functions pertaining to research support moved

to information services. Wording has been adjusted to ensure it is not exclusionary of the terminology used across sectors, for example evaluations or project-based research.

For the 'Leadership and Management' Professional Knowledge Domain a greater distinction is made between leadership and management, and more emphasis on leadership including the notion of leadership from all levels. Physical and digital library design are also included in this domain.

### Questions

1. Are there any changes to the structure that you disagree with? If so, why?
2. Are there any changes to the visual appearance that you disagree with? If so, why?
3. Are there any changes to the content that you disagree with? If so, why?

### First Nations Domains

It is crucial that the library sector supports and represents Indigenous people's library and information needs. The Framework includes the knowledge, awareness and skills that inform culturally appropriate engagement with First Nations communities and collections. There are two domains that cover different aspects of Aboriginal and Torres Strait Islander priorities, developed in close collaboration with the ALIA Aboriginal and Torres Strait Islander Expert Advisory Group. *Respect and recognition of Aboriginal and Torres Strait Islander knowledges, cultures and Country* is a Core domain, and it is expected that everyone working in the LIS sector in Australia, both Indigenous and non-Indigenous, has capability in this domain and embraces the need to embed an acknowledgement of Aboriginal and Torres Strait Islander peoples in practice. *Aboriginal and Torres Strait Islander Contexts* is a Professional Knowledge Domain encompassing specialised professional knowledge areas required for working with Indigenous information and knowledge systems. As a Professional Knowledge Domain, it recognises the potential to develop expertise in the area and supports acknowledgement of professional accomplishment in this area of practice.

While both the Core and Professional Knowledge Domain are intended to develop pathways for professional practice for all Australian library and information workers, there is recognition that Aboriginal and Torres Strait Islander workers will bring their lived experience to the Professional Knowledge Domain.

While competence in this Domain may increase support for people's cultural competence and increase diversity within the profession, this is not its primary aim. These areas of priorities are addressed in relation to wider diversity, inclusion and cultural competence areas across the Core Domains, the Communities and Stakeholders and Leadership and Management Professional Knowledge Domains. Indigenous perspectives are woven through each Domain to ensure an embedded approach for the support of First Nations priorities across Australian libraries and information services.



## Framework use and recognition

Overall there was strong support for the Framework in workshops, submissions and the survey, with the following levels of agreement that the Framework would be useful for:

- Value in personal career: 69%
- Value in LIS institution: 71%
- Value as structure for CPD: 77%
- Value for quality assurance in LIS education: 70%

For individuals, the Framework is designed to be a flexible, personal tool. It can be used to identify skills gaps and strengths, and to map future CPD and skills acquisition. The combination of Framework with credentialling means that individuals can have a clear record of their skills and knowledge.

For employers the Framework can be used to support workforce planning and in-house training. Employers will play an important role in keeping the Framework relevant.

For educators the Framework, which will be regularly updated, provides a key reference as to industry expectations for skills, knowledge and ethics. The Framework will link directly to the Foundation Statement: [Foundation knowledge for entry-level library and information professionals \(2020\)](#).

## Recognition and credentialling

Professional recognition was seen as important by 90% of survey respondents. When asked what was important to be able to be recognised, all factors received strong support:

- CPD in LIS field: 88%
- Experience in the LIS sector: 86%
- Accomplishment of ALIA-accredited qualifications: 81%
- Skills and knowledge gained in other sectors or disciplines: 73%

When asked about important distinctions, there was softer but still positive support for being able to distinguish between those with experience and those without (72%), those with accredited qualifications and those without (72%), between those who invest in CPD and those who did not (64%) and between librarians and teacher librarians (64%).

In considering the format of recognition, the Professional Pathways Advisory Board set the following guiding principles:

- Celebrate, recognise and include all personnel in the library and information sector
- Incentivise people to undertake education and training to advance their understanding and skills, especially in the Core Domains
- Incentivise everyone in the LIS workforce to undertake professional development, from people with no qualifications to library managers
- Recognise a distinction between those who have LIS qualifications and those who do not

- Recognise investment in the sector and professional knowledge and skills
- Create an environment where people can pursue their own pathways and be supported to do so.

#### Proposed systems for recognition

ALIA proposes using dual processes for recognition. ALIA Membership will still be used to distinguish those with higher education ALIA-accredited qualifications or equivalent (Associate Membership), ALIA accredited VET Diplomas (LibTec Membership), people with non-LIS qualifications working at a professional level in LIS (Allied Field Membership), students and general members.

A new complementary credentialling system such as badging will be introduced alongside these existing categories. Credentialling allows a much more granular level of recognition where individual skills or activities can be recognised. These may be stacked to obtain a further credential.

A primary use case would be to recognise people who obtain knowledge in the Core Domains. These Domains are essential for the majority of jobs in LIS, concerned as they are with the fundamentals, acknowledgement of First Nations, core principles and knowledge of LIS and ethics and values. Competency in the Core Domains could be achieved through a course of study with an ALIA-accredited educator which would deliver the credential at the end of the course. Alternatively people may undertake several smaller CPD opportunities such as ALIA-accredited in-house training in a larger institution, which may stack together to obtain the Core Domain credential. Employers will be educated about the importance of the Core Domains and supporting staff to obtain these if they do not already have them.

#### People with ALIA-accredited qualifications

It is important to continue to recognise people who have completed an ALIA-accredited qualification, to ensure:

- Continued value and strength of long form tertiary studies in LIS.
- Continuity with existing industrial agreements.
- Reinforcement of the required knowledge, skills and ethics for eligibility for Associate or Library Technician recognition.
- Reassurance to employers as to the skills and knowledge attained by those holding ALIA-accredited qualifications.

The current initial recognition for people who have completed an ALIA-accredited qualification is working well and no alterations are proposed.

As part of the alignment of the CPD scheme with the Framework (see below) additional credentialling that recognises CPD and specialisations will be available to Associate and LibTec Members. Existing postnominal recognition of CPD, for example Distinguished Certified Professional (DCP), will continue.

Pathways for those with alternate skills, experience and expertise

Recognition for people without an ALIA-accredited qualification who work in LIS should create opportunities and incentives for people in the sector to gain skills and knowledge in a recognised and structured manner. These people may be professional members (Allied Field) or general members.

Competency in the Core Domains could be achieved through study, such as ALIA-accredited micro-credentials or courses offered by educators or ALIA, or ALIA-accredited in-house training for larger institutions.

The CPD scheme will be extended to cover general members and student members (and remain for Allied Field) to support people in their professional journey. This will encourage specialist pathways focused on one or more areas of professional knowledge or library practice as outlined above. Short CPD options such as micro-credentials would support specialist pathways, with priority given to working with educators who deliver ALIA-accredited courses.

#### Questions

4. Do you support the use of credentialling such as badges to identify skills and specialisations? Why/why not?

5. Do you agree that it is important to have a credential to cover the Core Domains? Why/why not?

6. Do you support the extension of the CPD scheme to student and general members? Why/why not?

#### CPD and Specialisations

CPD is essential for a valued, supported, skilled and knowledgeable workforce which showcases the value and impact of the LIS workforce to employers and the wider community. Strong support for CPD and recognition of CPD (86%) was evident in the consultation, however there was no clear mandate for compulsory CPD (57.3%).

While CPD was strongly supported, barriers were also identified which include cost, limited time and resources, lack of value (especially in relation to it being valued by employers or a career enhancing investment) and equity issues.

#### Alignment with Framework

ALIA proposes aligning the CPD scheme with the Framework (77% support) and opening it to all ALIA Members, including General Members and Student Members. This will facilitate a smooth transition from initial entry pathways through to ongoing CPD and specialisations.

ALIA will continue to support CPD specialisations, and will review and revise the current offerings. In updating or developing specialisations ALIA will work with LIS sectors and experts to align CPD/Framework with sector-specific standards, best practice documents and/or guidelines.

These in turn will underpin CPD specialisation pathways, which will be recognised through credentials.

ALIA will explore options to create or invest in short and palatable CPD options such as micro-credentials to support specialist pathways, with priority given to working with educators who deliver ALIA-accredited courses.

### Credentialling

ALIA will award and recognise badges that align with skills in the Framework, microskills or CPD specialisations. Current ALIA recognition of CPD through postnominals such as CP, DCP and specialisations will be at first instance matched with a badge. Both postnominals and badges may be used as there is no conflict in identifying the same achievement through two different mechanisms.

Visible and portable recognition, such as badges that can be shared via multiple methods are an incentive to undertake CPD. These markers of specific skills or knowledge sets may be used with shorter training courses and microskills.

### Priority employee support

Particular support is needed for people new to the sector or those working in small or single-person libraries. ALIA will continue to work to support networking and community opportunities, including through regional and special interest groups and communities of practice. Aligning the CPD scheme with the Framework and creating clear CPD options and rewards (see above) will also help to make CPD more "off-the-shelf" and accessible to these groups. ALIA will look to strengthen mentoring opportunities, recognising the benefits of external insights, approaches and support may be more pronounced for solo practitioners or small teams.

### Incentives for employers

Employers understand that their industry, sector and wider communities are changing. They are transforming their business practices and activities. Similarly, their workforce needs to adapt. CPD can support workers in the changing contexts.

Employers saw the Framework as useful for workforce planning, including staff development through CPD. Individual participants saw the potential to use the Framework as a guide for career and CPD planning, helping to map areas of expertise and growth. Clear signposting from CPD providers to help align CPD offerings with skills sets/Framework should be encouraged.

Providing a clear link between the Framework, CPD and outcomes will assist employers and help them see its value and application. This will require significant outreach efforts by the sector and ALIA, especially for non-library employers. One end goal for the CPD scheme is to showcase the value and impact of the LIS workforce, not only to employers, but the wider community. This should be factored into how the CPD scheme is built and any outreach.

For workers, value placed on relevant CPD by employers is a prime motivation, and seen as a key responsibility.

## Employer recognition

One idea that was raised in the consultations was an accreditation of employers by ALIA who met certain benchmarks on supporting and growing the workforce.

*ALIA should seriously consider certification for employing institutions based on their demonstrated practical support for employees' involvement in Active Professionalism and CPD. Human Resource departments love to boast that their organisation is an 'employer of choice'. An ALIA Certified Professional Employer status assessed regularly along similar lines to the existing CPD scheme would allow employers to prove it.*

*For a library professional looking for opportunities to thrive and contribute as an active professional, this would be an invaluable way to vet potential employers. For the profession, it would put upward pressure on employers to provide genuine professional development opportunities beyond mere training.*

Recognition of employers would need to be aimed at the parent body, so for example for special libraries the institution rather than the library manager. Recognition should be aligned with benchmarks informed by sector standards and best practice guidelines. Alignment with these will support the expectation that CPD is necessary for people working in the library and information sector, and the agreed understanding of the employer's responsibility to support CPD. The recognition could be used as a mark of quality and in a competitive labour market, as an incentive for employees to consider working there.

### Questions

7. Do you have any concerns or suggestions about the proposal to align the CPD specialisations to the Framework?

8. Are there any specialisations that ALIA does not currently have that should be developed? Are there any that should be retired?

9. Would you support a scheme to recognise employers who meet a best practice benchmark in terms of support for LIS staff? Please indicate whether you are answering from the perspective of an employer or employee.

## Additional materials

*It would also be extremely useful to have the framework mapped to various AQF attainment levels to help identify skills gaps and plan CPD with individuals/teams.*

*It does not represent any kind of chronological 'pathway' I might take in my career, so it is pretty useless to a new graduate who wants to understand how they can progress into, through and develop their career.*

A lack of detail in the explanatory materials led to some misunderstandings about the Framework. Some people interpreted it as being a map of a career pathway and hence found the lack of chronology confusing, or as only applicable to librarians/library technicians, and hence found the flexible nature of the domains as undermining foundational skills.

ALIA needs to be proactive in explaining these changes to a complex area. Before implementation ALIA will develop explanatory materials to introduce and contextualise the Framework, its purpose and intended use, to enhance ease of comprehension in different contexts. This will include clear narrative about the role of Core Domains that emphasises that they are necessary for but not sufficient for the majority of roles in LIS.

Once the Framework is implemented, ALIA will look for opportunities to work with sector representatives and ALIA special interest groups to develop specialised versions for different audiences and sectors. This could for example include sector-specific language or tasks, or explanatory materials using sector specific case studies. ALIA will also explore mapping and aligning the Framework and specialisations with AQF levels.

#### Questions

10. Are there any points that are unclear to you that you think ALIA should prioritise in developing explainers? Are there better formats than static text?

11. Are there versions of the Framework that you think ALIA should prioritise developing? Please indicate if you are willing to contribute.

## Update, review and ongoing work

To be successful, the Professional Pathways project needs to remain current and relevant, and assure employers that ALIA is at the forefront of LIS workforce trends and needs. ALIA proposes to achieve this through:

1. Developing a plan for stress testing, regular review and promotion of the Framework before implementation.
2. Developing supporting and explanatory materials to enhance understanding of the Framework.
3. Creating links between the Framework, the *Foundation knowledge for entry-level LIS professionals* and the CPD scheme.
4. Establish a cross-sectoral group with responsibility for reviewing the Framework.
5. Review the Framework at the one-year mark, gradually moving to a 2-3 year cross-sectoral review cycle, providing opportunities for ongoing feedback.

**Questions**

12. Do you have any suggestions for things that should be factored into the stress testing of the Framework?
13. Is there anything else that should be added to the update and review plan?
14. Do you have any priorities for explanatory materials?