

Teacher Librarian

JOB DESCRIPTION



Reports to: Director of Information and Learning Technology

Department: Information and Learning Technology

Position Summary

A Scotch Teacher Librarian is a teacher with the primary role of supporting and delivering an environment to staff and students that promotes a love of reading for pleasure through researching and discerning credible academic information for use within academic programmes and assignments. The Teacher Librarian also leads the development of information literacy and digital literacy across the curriculum, collaborating with teachers to embed inquiry-based learning for all students.

The role is responsible for ensuring the library resources are utilised in a way that results in the best possible learning outcomes and experiences, reviewing and implementing current and evolving pedagogies to provide rich and differentiated learning environments and contributing to the development of effective learning practices.

Essential Criteria

Education and training

- A recognised teaching qualification, together with experience, qualifications, or a demonstrated interest in library and information services.
- Current registration with the Teacher Registration Board of Western Australia

Core competencies (knowledge, skills, and experience)

Technical

- Strong understanding and ability to promote children and teen's literature
- Extensive experience with creating engaging lessons for boys to foster intrinsic motivation for reading
- Extensive knowledge and experience in the use of technology integration in education
- Extensive knowledge of the research process and various tools to complete research
- Extensive experience in the use of the Office 365 suite of products
- Strong understanding and alignment with Apple Education philosophy and tools
- Versatile in teaching others and utilise iPad and Laptop within own classrooms as an enhanced learning experience
- Strong understanding of information literacy pedagogy and inquiry-based learning across the curriculum
- Knowledge of digital citizenship, online safety, digital wellbeing, and the safe, responsible and ethical use of digital sources and technologies, including emerging artificial intelligence (AI) tools

- Experience in collection development and management of hybrid (physical and digital) collections, including selection, deselection and cataloguing to professionally consistent standards

Human relations

- Excellent interpersonal, written, and oral communication skills
- Strong organisational and time management skills
- Ability to collaborate with staff on change management processes and support the overall perspective of the ILT Team to all staff

Additional requirements and values

- Positive outlook with the willingness to become involved in Scotch College life
- Demonstrated ability to embrace Scotch College Values of Service, Integrity & Stewardship underpinned by the values of the Uniting Church in Australia (UCA); in particular the UCA Charter of Education
- Demonstrated ability to abide by organisational Health & Safety Policy, Procedures & Guidelines
- Recognise Scotch College is a Child Safe Organisation and uphold the College community's commitment to a shared culture of child safety.

Desirable Criteria

- A qualification in teacher librarianship that meets eligibility for Associate (professional) membership of the Australian Library and Information Association (ALIA)
- Take an interest in the school library professional community, including membership of ALIA, AISWA, WASLA or ASLA, and active engagement with teacher librarian professional learning networks
- Experience in remote learning process and digital resource provision
- Experience in the design, production, and teaching/learning of LibGuides/Springshare
- Completed professional development in adult and teenage coaching

Core Responsibilities and Tasks

Teaching and Learning

Engaging with staff to provide guidance and support to teaching and leadership staff in the creation of curriculum resources to best deliver the skills and content associated to each individual learning area. Through establishing a culture of support, problem-solving and meaningful personal relationships seek out teachers to work on specific areas of improvement and affect positive change with a student focus. Teacher librarians coach staff in the areas of love of reading and resources in the creation of programs. To do this they:

- Establish clear schedules and agendas when working with staff one-to-one or in larger groups to ensure each session has purpose and meaning for all involved
- Have a common respect for meeting the teacher at their level of knowledge and understanding to ensure a positive growth relationship is formed
- Bring out the strengths of each teacher in promoting a love of reading and resource collaboration

- Establish clarity of purpose for teachers by collaboratively planning programmes that integrate parents and students in the role of the library and its two key objectives: love of reading, and research
- Establish enough time at the beginning of coaching to allow the teacher to discuss and raise issues or concerns that students are facing as they complete work
- Listen to alternatives and ideas from teachers and assist the the resourcing of new ideas
- Have a constructive attitude and project optimism when working through problems or areas of concern
- Continually follow up and provide additional guidance of programs as required
- Identify additional, specific professional development based on needs identified during coaching
- Always be organised and on time, and establish future content/coaching sessions
- Work with teachers to provide scaffolds for research and teach them how to use these effectively
- Engage and promote teachers' love of reading to staff and students
- Teach library classes, including fixed and flexible timetabled lessons, and work with students individually, in small groups and as whole classes to develop their information and digital literacy capabilities
- Collaboratively plan and implement curriculum and assessment with teaching staff, and in collaboration with teachers assess and report on student learning
- Design and implement lessons on cyber-safety, digital wellbeing and the safe, responsible and ethical use of information and technologies (including copyright and Creative Commons), championing digital citizenship across the school

Student Engagement

Student advocacy is central to establishing a culture of ownership and respect within the library environment. Establish student advocacy in selecting resources and the creation of a library environment that promotes love of reading and research.

- Establish and maintain a student library team that are engaged in developing a culture of student ownership of the library
- With students' input, create policies that help guide the selection of books and other resources and have students promote and develop the love of reading culture from within
- Connect students with an intrinsic love of reading with other students from PLC to establish a culture of discussion and collaboration around fiction reading
- Develop, implement and evaluate literacy and reading programs across the school that foster a reading culture and reading for pleasure, ensuring the collection meets the needs and interests of students across the full range of abilities
- Manage the library space to ensure a welcoming and positive, student-focussed environment is maintained, including the effective use of furniture to create flexible spaces, displays and signage to focus attention and highlight resources, services, and policies.

Inter-Library Processes and Resources

Working collaboratively as a team to ensure that procedures and processes are connected and sequenced is key to ensuring the efficient operation of the libraries across Scotch. This key driver ensures that support to teachers is consistent.

- Maintain Regular meeting agendas and meet to discuss the scope and sequence of library skills that can be supported when working with all teachers across the College.
- Each term, present to the other Teacher Librarians a summary of specific work that has been undertaken within each sub-school.

- Collaborate on improvements to the design of research guides and library homepages to ensure continuity between sub-schools
- Ensure the library collection is categorised for age appropriateness between the libraries

Leading Professional Development

Effective professional learning seeks to develop teachers and school leaders who are adaptable and able to deal with new and unexpected challenges that can occur when accessing/promoting literature and conducting research. It exposes teachers to new and emerging practices and the theories that underpin them. It should focus not simply on improving existing practice, but also on assisting teachers and school leaders to understand the theory behind what practices work in different situations, and when and how to apply a broad repertoire of strategies.

Effective professional learning:

- Equip teachers and school leaders to deal with current and future challenges of engaging students in reading and research
- Promote action, research, and inquiry to develop teachers as researchers
- Support teachers and school leaders to explore research that challenges their thinking, encourages them to develop their own theories of practice, and promotes the use of a range of effective pedagogical practices when engaging boys with created materials, lessons, or other content
- Promote innovation in teacher and school leader practice to establish a culture of reading and research
- Establish a programme of micro-credentials for both staff and students centred around the Approaches to Learning

Administration

- Produce and review annual operational reports and associated strategic objectives for the following year
- Works with the Director of ILT to prepare, manage and report on the library budget, including preparing budget submissions and briefings for the school executive if required
- Update and maintain the library webpages
- Actively monitor library tickets and allocate tasks as appropriate
- Where appropriate, work with design and update library non-teaching staff rosters and timetables
- Request and use analytic reports to make informed decisions about student use of resources
- Understand how to build rubrics inside Seqta for the Approaches to Learning skills
- Manage library spaces – use, bookings, allocation of activities and functions of spaces including recreational activities
- Create annual goals to enhance the library collection, and manage the development of the physical and digital collection, including the selection and deselection of high-quality, diverse resources to support the curriculum, cataloguing to professionally consistent standards, and undertaking or overseeing the annual stocktake
- Develop, implement and regularly review library policies and procedures, ensuring equity of access to the library and its resources for all students and staff
- Participate regularly in ongoing professional learning to maintain and develop current knowledge of information literacy, digital literacy, emerging technologies (including artificial intelligence) and educational practices
- Actively promote to teachers and students' awareness of copyright legislation and requirements

- Be a central point of contact for questions regarding referencing and collaborate with staff within subject areas to ensure appropriate referencing conventions are used within summative pieces of work.
- Present yearly to appropriate connected organisations or share content to educational networks including but not limited to libraries.
- Oversee and be the contact escalation point for overdue items

This job description is intended as a guideline to illustrate the main job responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Manager's discretion. Employees may also be required to undertake other reasonable duties as directed.

Updated 13/07/2026