



POSITION DETAILS:

Position Title:	Information Services Teacher Librarian
Group:	Library
Supervisor:	Head of Information Services
Direct Reports:	Library Technicians Library Assistant
Date of Last Review:	September 2020

PRIMARY ROLE/PURPOSE:

The Information Services Teacher Librarian is responsible to the Head of Information Services for the provision of Literature and Information and Digital Literacy Skills for staff and students in Year 7 to Year 12.

The purpose of the role is summarised as:

- To provide access to information resources through efficient and well-guided systems for organising, retrieving and circulating resources;
- To provide support to Classroom Teachers by the provision of teaching resources, collaborative planning of curriculum, provision of specialist lessons in Information Literacy and Inquiry skills;
- To promote and encourage reading and the appreciation of literature;
- To liaise with, and support, the Head of Information Services.

KEY ACCOUNTABILITIES:

Information Specialist

- Provide access to information resources through efficient and well-guided systems for organising, retrieving and circulating resources;
- Provide training and assistance to students and staff in the effective use of the Resource Centre systems, information resources and technologies, particularly in the context of the curriculum;
- Provide advice and assistance to students using the School information service facility for independent reading and information acquisition.

Information Services Management

- Implement strategies for evaluating the resource collection and for determining curriculum, informational and student needs within the context of the identified School priorities and the Common Learning Framework;
- Implement policies, procedures and criteria for selecting resources that meet the curriculum, informational and recreational needs of staff and students;
- Investigate and implement information systems and services, specifically new and emerging technologies, which are responsive to student and teacher needs;
- Assist with the day-to-day administration of the Resource Centre, ensuring it is efficient and that systems, resources and equipment are well maintained;
- Provide a stimulating, helpful environment that is a focal point and showcase for students' learning achievements;
- Promote the effective use of resources and information sources, systems and services both within and beyond the School.

Curriculum Leader

- Liaise with the Head of Information Services, the Director of Curriculum, and the Director of Realms of Thinking to ensure information and digital literacy outcomes are a major School focus;
- Promote awareness of the need for students to acquire information literacy skills and the importance of resourced based learning in developing these skills;
- Promote the use of the information process as a framework for the development of systematic monitoring of students' development as information users;
- Co-operatively plan teaching and learning experiences with teachers to ensure the effective integration of information resources and technologies into student learning;
- Promote literature & literacy, engaging students in reading, listening and viewing for understanding and enjoyment;
- Provide additional assistance to students with particular learning needs or difficulties, and to students to whom social justice considerations apply.

Supervision

- Supervise use of the Resource Centre during breaks, and also before, during and after School;
- In collaboration with the Head of Information Services and Library staff, manage weekly workflow to ensure maximum productivity and efficiency.

Other

- Teaching duties in relation to Information and Digital Literacy Skills and Study Skills;
- House Tutor responsibilities;
- Additional duties as allocated by the Headmaster.

KEY SELECTION CRITERIA:

Qualifications

- A degree or post-graduate qualifications in Library/Information Services, or similar;
- Current Queensland College of Teachers registration;
- Eligibility for membership of ALIA.

Essential

- A person of high emotional intelligence;
- An outstanding teacher who is able to articulate why they are so;
- Understand how young adults learn;
- A good administrator and a person who can effectively manage their time;
- A proven understanding of new and emerging technologies and services, as they impact upon resource acquisition, delivery and usage;
- Proven experience with Information and Digital Literacy Skills instruction;
- Have expert knowledge and understanding of curriculum design and pedagogy;
- A commitment to life-long learning and a passion for teaching;
- An enjoyment of working with young people;
- A proven understanding of recent teaching methodology including differentiation of the curriculum;
- High level of communication and interpersonal skills (written and verbal);
- Excellent organisational skills;
- A willingness to be a member of a team and work collegially with other staff members;
- A strong desire to be involved in the education of the whole child, socially, emotionally, spiritually and academically;
- High level of professional standards and conduct;
- Willing support for the Anglican ethos of the School;
- **Must be an Australian resident and eligible to work in Australia.**

Desirable

- A commitment to the Christian faith;
- A sense of innovation and creativity.

AUTHORISATION:

I hereby agree that this Position Description accurately reflects work requirements.

Headmaster

Paul Browning

Name

Signature

Date

Information Services**Teacher Librarian**

Name

Signature

Date

ATTACHMENT – ST PAUL’S SCHOOL

ETHOS STATEMENT

The School’s Purpose is “to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership.”

The School’s Vision is “Leading in educational thinking and practice.”

The School’s Values are:

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

We value Faith believing where:

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

We value Learning where:

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.
- A variety of student dispositions to learning are fostered through our Realms of Thinking Framework which are embedded from PP-12 across all Learning Areas.

We value Community where:

- Students, staff and families support the aims, purpose and mission of the School and serve one another using their God-given gifts.
- Students, staff and families grow together in faith and learning, promoting love, justice and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul’s community when they graduate, through a vibrant Past Students’ Association.

SCHOOL EXPECTATIONS

All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

LEADERSHIP EXPECTATIONS

"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.
- The concept of St Paul's School as a single whole School, made up of three Sub-Schools each with some degree of autonomy whilst sharing many common elements.

ANGLICAN SCHOOLS COMMISSION - STATEMENT OF COMMITMENT

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have the opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God
- Every child: loveable and loved, unique and unrepeatable
- Outstanding education for the flourishing of people and the good of community

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practised.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm; and
- respond to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.