

School Library Review Tool



Reflect
Review
Refine

Libraries integral to learning

June Wall Consultancy



Libraries and Learning

- A collaborative process to develop a future oriented school library
- Technology access and use must be considered in this process
- Does your school have a specific learning philosophy? How can the library support this?
- What is the place of the library in the future of your school?

This tool may be used by the leadership of the school as part of whole school planning or as a review of school library services. The intention of this tool is to provide an evidence base for schools to develop a strategic future focus for their school library. The tool may be used as a paper based instrument or the survey and reflection could be placed in a digital environment.

Collection of the data over time will show trends and patterns that the school can use to determine next steps and monitor progress. The results of the data can be more easily analysed using digital tools such as a spreadsheet.

1. The library system that the school uses can provide reports on circulation statistics based on specific areas of the library. Circulation statistics should be compiled for 4 consecutive terms
2. School libraries usually collect statistics of usage patterns and these are representative of how the space and teacher librarian are currently used. In secondary schools manual booking sheets or online systems are used and can usually provide reports based on date range. The number of senior students in a secondary school library for study periods if appropriate should also be included. In a primary school, the teacher librarian timetable can provide this data and include any flexible or off timetable activities.
3. If available, statistics should be collected in how the library spaces have been used. E.g. for whole class lessons on research, computer use etc.
4. Results of all of these statistics should be tallied and represented in graphs for each term for each section or space of the library.
5. Identify and include in the teacher survey future implementation plans of technology or other infrastructure across the school.
6. Survey teaching staff on their use of the library as a space and for teaching support or specialist skills. The survey will allow the school to break down the results via subject or year level, number of years teaching. This data can provide views of areas of need or successful use of the library.
7. Results of the survey should be compiled and represented as graphs.
8. Analyse the results from statistical data and survey data to see if there are patterns or trends to consider.

Google can bring you
back 100,000 answers, a
librarian can bring you
back the right one.

–Neil Gaiman



Finalising the analysis

9. Brainstorm the following if documentation is not available.
 - a. What is the teaching and learning vision of the school?
 - b. What is the vision of the school for use of the library and teacher librarian expertise?
 - c. What are the expectations of teaching staff in their use of resources including the library?
 - d. What are the expectations of the school leadership?
10. Using the data analysis and the vision for the role of the school library in learning, identify the stage of school library development from p. 12 of the tool the school wishes to work towards.
11. The teacher librarian should complete the self-reflection tool.
12. You may wish to include data from students.
13. Discuss areas for development of the space and the staff and how this may be included in a strategic plan.
14. Develop recommendations based on the data analysis and agreed needs of the school.



**Without
libraries
what have
we? We
have no
past and
no future.**

**– Ray
Bradbury**

Part 1 Teacher survey

Section A—About you

Q1: What Learning Area / specialist areas do you teach? (select all that apply)

- ☐ Leadership team
- ☐ Head of Department / Coordinator
- ☐ English
- ☐ Mathematics
- ☐ Science
- ☐ Creative Arts
- ☐ Performing Arts
- ☐ Technology and Applied Studies
- ☐ HSIE
- ☐ Religious Education
- ☐ PDHPE
- ☐ Special Education / Learning Support
- ☐ Languages
- ☐ VET courses
- ☐ Year Foundation
- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ Year 5
- ☐ Year 6

Q2: How long have you been teaching?

- ☐ 0-3 years
- ☐ 4-10 years
- ☐ 11-20 years
- ☐ 21+ years

Section B—Current use

Q3: How often have you used the library with a class or group this year?

- ☐ Not used at all
- ☐ Infrequently
- ☐ At least 3 or 4 times per term
- ☐ At least once a fortnight
- ☐ Weekly or more

Q4: How did you use it? (select all that apply)

- ☐ Students use books for research
- ☐ Students used devices for research or work
- ☐ Wide reading or literature program
- ☐ Small group or collaborative work
- ☐ Team taught or co-planned with the teacher librarian
- ☐ The teacher librarian taught my class a specific skill or tool
- ☐ Teacher librarian ran a literature or reading session
- ☐ Sought advice from the teacher librarian on sources, referencing or AI use

Part 1 Teacher survey

Q5: How do you prefer to use the library space? (select all that apply)

- ☐ Research using books and online resources
- ☐ Group or collaborative work
- ☐ Individual study
- ☐ Students creating or making
- ☐ Presenting or sharing student work
- ☐ Meetings or planning
- ☐ Support with digital tools and space to create for students.
- ☐ Somewhere for students who need a quieter environment
- ☐ I don't currently use it

Q6: What do you see as the role of the teacher librarian? (select all that apply)

- ☐ Manage the library and collection
- ☐ Literature programs and reading promotion
- ☐ Teaching information and digital literacy
- ☐ Individualised research support for students
- ☐ Co-planning and co-teaching inquiry units
- ☐ Supporting staff with academic integrity and appropriate AI use
- ☐ Developing online materials or courses
- ☐ Building staff capability through professional learning
- ☐ Something else (please describe)

Section C. Information, AI and judgement

Q7. In the past year, have you done any of the following? (select all that apply)

- ☐ Designed a task assuming students would use generative AI
- ☐ Designed a task specifically to be resistant to generative AI
- ☐ Taught students how to evaluate whether a source is trustworthy
- ☐ Taught students how to acknowledge AI use in their work
- ☐ Sought support from the teacher librarian on any of the above
- ☐ None of these

Q8. Where would you send a student who needs help judging whether information is trustworthy?

- ☐ The teacher librarian
- ☐ I would provide this help
- ☐ Another classroom teacher
- ☐ A resource or website we've been given
- ☐ I'm not sure
- ☐ Nowhere in particular

Q9. How confident are you that your students can tell the difference between a reliable and an unreliable source?*

Not at all confident 1 2 3 4 5 Very confident

Part 1 Teacher survey

Q10. How confident are you in your own ability to teach source evaluation in an AI context?

Not at all confident 1 “ 2 “ 3 “ 4 “ 5 Very confident

Section D—Reading, belonging and access

Q11: Rate your agreement. (1 = strongly disagree, 5 = strongly agree)

The library helps my students find books they want to read

The library is a place students go when they need somewhere safe

The library works well for students with sensory, learning or language needs

The collection reflects the cultures and backgrounds of our students

I know what the teacher librarian could do for my class if I asked

The library is central to how learning happens in this school

Q12: If you've seen the library make a difference for a particular student or class, describe it briefly.

Section E—Future Focus

Q13: If the focus of the library changed, what would be the best fit for this school? (select one)

- ☐ I like the library as it is
- ☐ I don't think the school needs a library
- ☐ An emphasis on literacy, reading and literature
- ☐ A place students go to create, build and publish
- ☐ An inquiry centre where students learn to investigate and judge information
- ☐ An integrated learning commons based on the teaching and learning focus of this school

Q14. What is the future of the library for this school?

**A good library
will never be
too neat, or too
dusty, because
somebody will
always be in it,
taking books
off the shelves
and staying up
late reading
them.**

**– Lemony
Snicket**

Part 2 Student survey

Q1. What is your current year at school?

- ☐ Year 3 or 4
- ☐ Year 5 or 6
- ☐ Year 7 or 8
- ☐ Year 9 or 10
- ☐ Year 11
- ☐ Year 12

Q2. How often do you come into the library outside of class times?

- ☐ Daily
- ☐ At least once a week
- ☐ About once a fortnight
- ☐ Rarely
- ☐ Never

Q3. How often do you use the library website / online resources

- ☐ Daily
- ☐ At least once a week
- ☐ About once a fortnight
- ☐ Rarely
- ☐ Never

Q4. What do you mostly come to the library for? (select all that apply)

- ☐ Read a book
- ☐ Work on assignments or projects
- ☐ Work with other people
- ☐ Somewhere quiet
- ☐ Somewhere to be with friends
- ☐ Get help finding or checking information
- ☐ Make or build something
- ☐ Print or photocopy
- ☐ Use the computers
- ☐ Somewhere to go when I need it

Q5 Rate how much you agree

1—Strongly disagree; 2—Disagree; 3—Not sure; 4—Agree; 5—Strongly agree

Library staff are approachable and helpful

The library is a good place to be

I feel welcome in the library

I can find books or other things I actually want to read

I can find a place in the library to work or study on my own

I can find a place in the library to work with a group when I need to

The library is comfortable for me—light, noise, seating.

I can use a device in the library when I need to

I can show or share my own work in the library

I know how to say where my information came from

When I'm not sure whether something is true, I know how to check

Someone at school has shown me how to check whether information is trustworthy

When I use AI for schoolwork, I know how to check what it tells me

Q6. What do you use the library for that adults might not realise?

Q7. What would make you come to the library more often?

Q8. If you could change one thing about the space, what would it be?



Teacher Librarian Self Reflection

Developed in line with the Australian Professional Standards for Teachers. This is not a reflection for accreditation and it does not require evidence — it is a teacher librarian's interpretation of the standards in practice.

Read the four stages before you start.

For each statement choose the stage that best describes your practice **now**. Use Not applicable where an item is not part of your role this year; it is excluded from any total. Then flag up to eight items as a priority for the next twelve months.

Doing this digitally. The companion spreadsheet carries the same 42 items and scores them automatically, giving a mean and a profile for each standard, a chart of the spread, and an optional weighting.

Score	Stage	What it means
1	Beginning	I am new to this, or not yet doing it in a planned way.
2	Developing	I do this sometimes, or with support from others.
3	Embedded	This is consistent, independent practice for me.
4	Leading	I model this and build the capability of others.
-	Not applicable	Not part of my role or context this year. Excluded from scoring.

Standard 1

Know students and how they learn

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
1.1	I use and model learner-centred strategies with staff, drawing on a range of teaching strategies to suit learner needs.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
1.2	I work as an evidence-based practitioner and undertake action research — for example, investigating inquiry learning as a methodology to suit learner needs.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
1.3	I vary teaching strategies to allow for student diversity.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
1.4	I provide information and support for teachers of Aboriginal and Torres Strait Islander students, and on inclusive learning strategies more broadly.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	

Standard 1

Know students and how they learn

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
1.5	I actively support and evaluate differentiated teaching programs.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
1.6	I develop and teach information fluency programs that allow for learner needs.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
1.7	I develop and teach literature and wide reading programs that allow for learner needs.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
1.8	I share current research on learning and curriculum with staff.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	

Standard 2

Know the content and how to teach it

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
2.1	I actively seek and develop pedagogical knowledge and share it with teachers.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
2.2	I model innovative practice in the provision of face-to-face and online teaching and learning resources, and in how they can be taught.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
2.3	I model digital literacy strategies for learning, including the critical and appropriate use of generative AI.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
2.4	I mentor and support teachers in planning teaching and learning programs for digital learning.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	

Standard 2

Know the content and how to teach it

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
2.5	I play an active role in whole-school literacy strategies and can show their effect on student literacy outcomes.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
2.6	I am recognised in my school as an expert practitioner in children's and young adult literature and reading.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
2.7	I am recognised in my school as an expert practitioner in information fluency.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	

Standard 3

Plan for and implement effective teaching

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
3.1	I assist teachers in establishing challenging learning goals through collaborative or team planning.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
3.2	I model the planning and modification of programs to include information fluency.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
3.3	I provide information and professional learning to staff on teaching strategies for critical and creative literacies, digital literacy, project- or problem-based learning, and other methodologies as required.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
3.4	I provide access to a range of resources, and strategies for using them.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	

Standard 3

Plan for and implement effective teaching

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
3.5	I work with teachers, using data from a variety of sources, to review library and learning-related programs.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
3.6	I participate in school-based literature or information fluency programs that include parents and carers.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	

Standard 4

Create and maintain supportive and safe learning environments

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
4.1	I model and share a variety of classroom management strategies.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
4.2	I disseminate research to staff on student engagement and management.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
4.3	I develop and teach digital citizenship programs.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
4.4	I observe how students actually use the library space, and use what I see to inform its design.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	

Standard 4

Create and maintain supportive and safe learning environments

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
4.5	I design and adapt the library space so that it supports a range of learning behaviours — collaboration, deep reading, making, investigation and sharing.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
4.6	I ensure the library is welcoming and accessible for students with sensory, learning or language needs.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	

Standard 5

Assess, provide feedback and report on student learning

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
5.1	I develop assessment strategies for information fluency and share a range of assessment strategies with staff.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
5.2	I maintain current research into feedback strategies and share it with staff.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
5.3	I organise moderation and comparison of information fluency assessment against other student learning outcomes.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
5.4	I assist teachers to use and analyse data — especially information fluency data — to modify programs.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	

Standard 5

Assess, provide feedback and report on student learning

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
5.5	I work with teachers to provide information and comments for student reports.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
5.6	I support teachers to design tasks that remain valid when students have access to generative AI.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	

Standard 6

Engage in professional learning

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
6.1	I select from a range of my professional needs against the teaching standards to develop an annual professional learning plan.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
6.2	I engage continually in professional reading and learning, and mentor early-career teachers as required.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
6.3	I initiate professional dialogue on specific topics, modelling the use of a range of communication tools such as social media and small focus groups.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
6.4	I analyse my professional learning to evaluate its direct effect on improved student learning and teacher practice.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	

Standard 7

Engage professionally with colleagues, parents/carers and the community

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
7.1	I model academic integrity and ensure staff and students understand it and have the necessary skills.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
7.2	I assist teachers in understanding school and system initiatives and policies.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
7.3	I develop programs for parents and carers to build understanding of research and information fluency.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	
7.4	I am an active member of at least one professional association.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	



Standard 7

Engage professionally with colleagues, parents/carers and the community

Item	Actions or indicators for teacher librarians	Stage now	Priority	Comments
7.5	I contribute to the profession beyond my school — through networks, presenting, publishing or mentoring colleagues in other schools.	☐ Beginning ☐ Developing ☐ Embedded ☐ Leading ☐ N/A	☐	



Tally and Profile

Tally. For each standard, count your responses and work out the mean. Leave Not applicable out of both the count and the total.

Standard	Items	Answered	N/A	Total score	Mean	Profile	Priorities
1 · Know students and how they learn	8						
2 · Know the content and how to teach it	7						
3 · Plan for and implement effective teaching	6						
4 · Supportive and safe learning environments	6						
5 · Assess, provide feedback and report	6						
6 · Engage in professional learning	4						
7 · Engage professionally with the community	5						
All standards	42						



Tally and Profile

Tally. For each standard, count your responses and work out the mean. Leave Not applicable out of both the count and the total.

Standard	Items	Answered	N/A	Total score	Mean	Profile	Priorities
1 · Know students and how they learn	8						
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3 · Plan for and implement effective teaching	6						
4 · Supportive and safe learning environments	6						
5 · Assess, provide feedback and report	6						
6 · Engage in professional learning	4						
7 · Engage professionally with the community	5						
All standards	42						

Trends and Patterns to note

Statistics

Identify circulation and booking patterns over the course of the 4 terms.

Staff Survey

The responses to the survey should be graphed according to the focus of the school. E.g. is there a specific department or year level that uses the library more or has been previously identified as a library user?

Teacher librarian reflection

Is the teacher librarian at a beginning or developing stage? What level does the school need the teacher librarian to be operating at? How does this map to the teaching and learning focus of the school and the results from the staff survey?

**Learning
without
reflection is a
waste.
Reflection
without
learning is
dangerous**

- Confucius

Analysis of data

The following is a top level view of school library development, mapped against what students do with information. Technology appears as a row in the second table rather than as a stage of its own: access is no longer what separates one stage from the next.

Use the results of the statistics collection, the staff survey and the vision of the school for the future to map where the school library should be placed.

Once the preferred future for your school library has been determined, consider the reflection of the teacher librarian to identify possible professional learning needs to match the preferred future.

In the first table, using the Social, Literate, Innovative, Critical and Ethical elements from the Information Fluency Framework, identify for each of these sections where your school library is currently placed.

The second table—Manifestation—then maps your decisions into the organisational elements of a school library.

Future School Libraries

Purpose — what students do with information

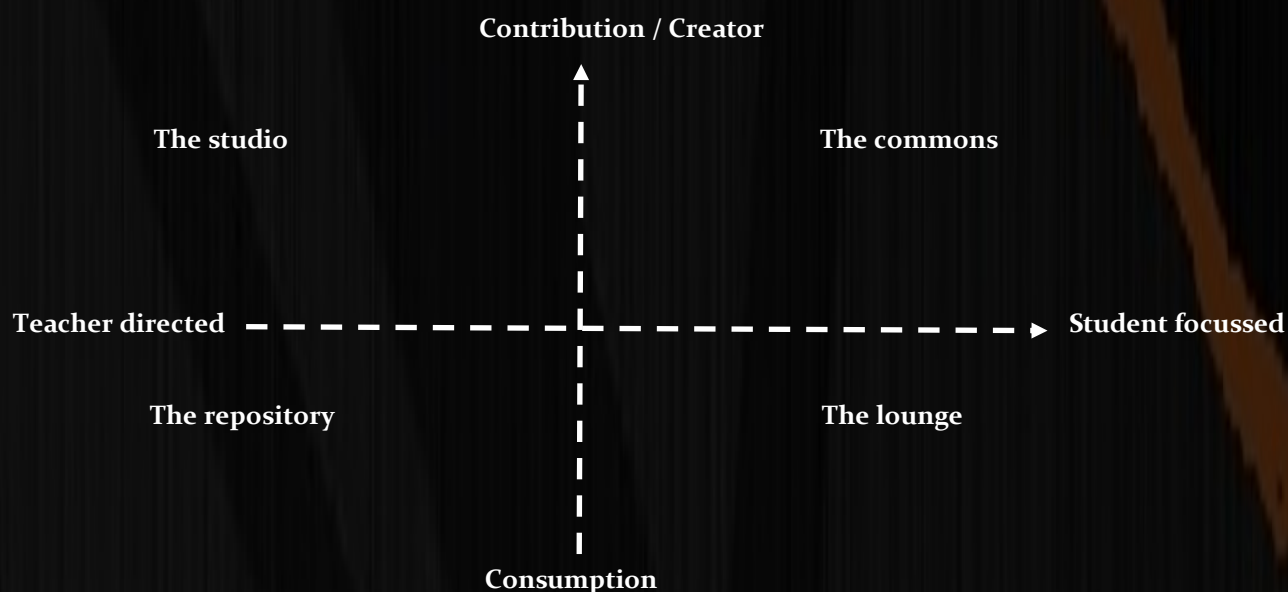
	Traditional Library	Library for lessons	Active Learning Library	Inquiry commons	Integrated learning commons
Social	Talk discouraged; silence is the default	Talk permitted in class time, teacher-directed	Group work planned for and given space	Dialogue is the method — students argue and negotiate meaning	Students co-own the space; collaboration crosses years and reaches beyond school
Literate	Readers' advisory; borrowing is the measure	Whole-school literature program delivered as lessons	Wide reading integrated with curriculum; choice widened	Reading identity developed; students select, recommend and critique	Reading culture is student-led and visible; diverse texts and formats are normal
Innovative	No making; the library holds finished works	Occasional activities scheduled by the teacher librarian	Flexible space allows project work and prototyping	Making is a response to inquiry, not a timetabled event	Students design, iterate and publish; unfinished work is visible and valued
Critical	Locating information; the source is what's on the shelf	Research skills taught as discrete lessons	Evaluation taught within projects	Inquiry is the organising logic; provenance and bias are routine questions	Judgement under uncertainty; students interrogate AI and algorithmic sources as a habit
Ethical	Rules about care of resources	Referencing taught as a compliance requirement	Academic integrity addressed in assessment contexts	Attribution and consent discussed as reasoning, not rules	Students curate and contribute back; stewardship of the commons is student-held

Teacher directed —————▶ **Student focussed**

Manifestation—what you would see

	Traditional Library	Library for lessons	Active Learning Library	Inquiry commons	Integrated learning
Collection and Resources	Broad coverage, print-dominant	Broad, plus curriculum-specific areas	Curriculum focus with general knowledge; mixed formats	Curated for inquiry; lean non-fiction, strong e-collections, topic collections may sit outside the library	Distributed and student-shaped; fiction in all formats, very lean non-fiction, includes student-produced work
Physical space	Shelving and study; the collection is the plan	A class space attached to a collection	Flexible, zoned, reconfigurable	Zoned for inquiry: enclosure, vertical writing surfaces, visible thinking	Learning and knowledge construction; sensory zoning; student-modifiable
Teaching and learning	Individual knowledge acquisition	Cooperative teaching on request	Team teaching and peer learning	Co-designed inquiry units; teacher librarian in planning from the start	Project, challenge and interest-based; teacher librarian is a curriculum partner
Role of the Teacher Librarian	Manages collection and space	Delivers library lessons; supports on request	Co-teacher and specialist skills provider	Curriculum co-designer and inquiry specialist	Learning leader; builds staff capability; sits in whole-school planning
Technology use	Incidental; e.g. the catalogue	Devices booked as a resource	Integrated into projects	Assumed and invisible; attention has shifted to judgement about tools	Students choose and evaluate tools; AI use is explicit, taught and interrogated

Future School Libraries



Where is your school library in the above quadrants? This should reflect the vision statement of your school. Which, in turn, reflects the continuum of teacher directed to student focussed as well as information user as a consumer versus a creator.

The repository—students receive. The collection is the point

The studio—students produce, but the teacher sets the brief.

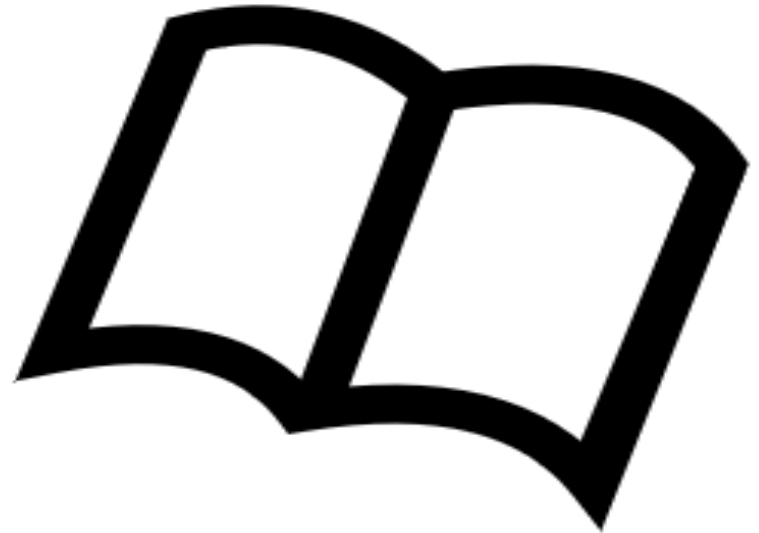
The lounge—comfortable, chosen, popular, and still only receiving.

The commons—students set the questions and contribute answers back

Knowing where your school is supports you to determine a strategy to move forward based on: student numbers, learning philosophy, support needs, collection size and usage patterns

Further evidence collection and analysis is available on a consultancy basis:

- ◆ Mapping positive learning outcomes to library usage
- ◆ Professional learning on collecting, analysing and using the results of the evidence/data.
- ◆ Professional learning for the teacher librarian or classroom teachers
- ◆ A complete review of all aspects of the library and teacher librarian impact on student learning.



eLearning and Libraries

June Wall Consultancy

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