TEACHER LIBRARIAN – PRIMARY (ELC-6)

This document is to be read in conjunction with the Teacher Duty Statement.

Position Description

Function

The Teacher Librarian – Primary (ELC – 6) provides high-quality teacher librarian teaching and collaborative curriculum support, primarily across St John's and St Peters Campuses (ELC–6). Foster reading for pleasure, a vibrant reading culture and developmentally appropriate information, media and digital literacy, with opportunities to contribute to ELC–12 learning and events.

This position is responsible for Primary teaching and reading engagement across St John's and St Peters campuses; day-to-day operational oversight of allocated primary library services, including coordinating work priorities with College Operations Staff. Contributes to selected ELC–12 initiatives.

Tenure

Ongoing

Conditions

0.5 FTE
A teaching allocation and time allowance to be agreed with the Learning Leader – Library ELC - 12.

Line Management

This position directly reports to the Learning Leader – Library ELC - 12.

Essential Characteristics

Education & Qualification

- South Australian Teacher Registration
- LEA accreditation appropriate for the role
- Dual qualifications in teaching and library/information studies
- Eligibility for ALIA professional membership
- Post-graduate qualifications in Education (desirable)

Knowledge & Experience

- Knowledge of children's literature and authors/illustrators
- Knowledge of and experience in implementing reading engagement strategies
- Knowledge and understanding of Australian Curriculum and inquiry learning; information, media and digital literacy.
- Knowledge and experience with ethical use of information including AI
- Inclusive and culturally responsive practice
- Contemporary library & information science practice
- Capacity to create partnerships with institutions and organisations beyond the educational environment.

Personal Qualities

- Demonstrates alignment with the College values:
  - **Integrity** (Our actions align with our words, even when it is difficult.).
  - **Courage** (We embrace challenge and take healthy risks.)
  - **Aspiration** (We strive for continuous growth and improvement.)
  - **Care** (We show respect and kindness to ourselves and others.)
  - **Connection** (We welcome, include and appreciate others)
  - **Grace** (We show humility, gratitude and forgiveness)
- Motivates and influences through exceptional communication and collaboration
- Demonstrates excellent professional judgement, composure and resilience when faced with challenge
- Openness to change and improvement
- Ability to work in a demanding role, including working out of normal hours.
- Projects positivity and displays genuine enthusiasm and optimism.
- Contemporaneous approach to curriculum and teaching and learning.

Positional Responsibilities

1. Collaborating in Curriculum & Information Literacy

1.1 Work with primary teachers and curriculum leaders to plan, co-teach and review developmentally sequenced information literacy, inquiry and research learning, aligned to College priorities and the ELC–12 progression.

1.2 Explicitly teach questioning, searching, evaluating and creating information; responsible referencing, academic integrity, ethical AI use and age-appropriate media and digital literacy, including online safety and digital wellbeing.

1.3 Collaborate on authentic learning tasks and formative assessment that develop students' critical inquiry, reflective thinking and ability to interpret, create and communicate information and media responsibly.

1.4 Use research, student feedback and learning evidence to refine teaching, identify support or extension needs and contribute recommendations to the Learning Leader – Library (ELC-12).

2. Leading Teaching, Learning & Reading Engagement

2.1 Assume the professional responsibilities of a Teacher as outlined in the Teacher Role Description.

2.2 Deliver engaging, inclusive library and classroom learning, primarily ELC–6, with agreed opportunities for ELC–12 collaboration.

2.3 Collaborate closely with classroom teachers to embed high-quality children's literature, reading aloud, book discussion, book selection and reading for pleasure within teaching and learning.

2.4 Model reading behaviours and provide knowledgeable, personalised reading guidance; foster student agency, autonomy of choice, diverse reading identities and a sustained culture of voluntary reading.

2.5 Design and teach literature, inquiry and information skills experiences responsive to varied abilities, languages, identities and interests, supported by inclusive print and digital collections.

2.6 Share reading and information literacy expertise with teachers and families through practical resources, professional conversations, modelling and targeted learning opportunities.

2.7 Plan and deliver engaging reading initiatives and literary experiences, including author and illustrator visits, Book Week and reading challenges, in collaboration with the College Libraries Leader and campus teams

3. Leading People & Culture

3.1 Lead in a manner that supports the College's vision and role models the College's values framework.

3.2 Build a positive Faculty environment that promotes the College's values framework.

3.3 Promote positive conversation about the College and consistently show support for College initiatives and strategic plans, both within and outside the College

3.4 Report to, consult regularly and collaborate with the Learning Leader – Library (ELC-12) to implement agreed strategic priorities and consistent library practices within the primary campuses.

3.5 Work collegially with teachers, library technicians and other College Operations Staff, respecting the distinct expertise and responsibilities of each member of the library team.

3.6 Contribute to a positive, inclusive service culture and support the day-to-day guidance, induction and coordination of volunteers and student library monitors where applicable.

3.7 Contribute to professional networks and, as agreed with the College Libraries Leader, support student placements and links with tertiary library and education programs.

3.8 Communicate effectively with students, families and staff to promote library services, reading opportunities, belonging and meaningful participation in library programs.

3.9 Encourage, recruit and support parent and community volunteers and student library monitors, with clear induction and supervision arrangements that promote participation, responsibility and connection.

4. Primary Campus Library Operations & Resources

4.1 Oversee the day-to-day operation of designated primary library spaces and services, ensuring safe, welcoming, accessible and inclusive environments that support learning, reading and wellbeing.

4.2 Help establish and communicate daily priorities and tasks for primary College Operations Staff, monitor implementation and resolve or escalate operational issues as appropriate; formal line management remains with the Learning Leader – Library (ELC-12).

4.3 Implement agreed College library policies, service standards and campus goals; support consistent borrowing, returns, shelving, stocktake, cataloguing workflows, resource discovery and collection care.

4.4 Recommend, curate, promote and evaluate age-appropriate print and digital resources with staff and students; contribute to collection development and purchasing recommendations within budgets set and managed by the Learning Leader – Library (ELC-12).

4.5 Support effective use of library systems, digital resources and accessible spaces, working with the Learning Leader – Library (ELC-12)., library technicians, ICT and facilities staff on improvements.

4.6 Apply relevant College procedures for child safety, WHS, privacy, copyright, licensing and accessibility; identify local risks and promptly escalate matters requiring College-wide decisions.

5. College Collaboration & Literary Partnerships

5.1 Collaborate across St John's and St Peters to strengthen reading engagement and coherent library learning, responding to campus needs while sharing effective practice and resources.

5.2 Collaborate with the Learning Leader – Library (ELC-12) on cross-campus literary and cultural events and contribute specialist primary teaching expertise to selected ELC–12 programs and initiatives.

5.3 Build positive partnerships with authors, illustrators, public libraries, families and community organisations, subject to College priorities and agreed operational arrangements.

Performance Appraisal & Review

1. The Teacher Librarian – Primary (ELC – 6) is accountable for and appraised annually on the basis of the following:
   - Executing the responsibilities outlined in this Role Description.
   - Effective collaborative teaching and developmentally appropriate information, media and digital literacy learning, primarily ELC–6.
   - Evidence of student reading enjoyment, agency, literature engagement and inclusive access to quality reading experiences.
   - Constructive partnership with primary teachers, both campuses and the Learning Leader – Library (ELC-12), including agreed ELC–12 contributions.
   - Implementation of campus library priorities, daily operations and task coordination with College Operations Staff.
   - Use of evidence, professional learning and community partnerships to improve student learning, reading culture and library services.
2. All roles evolve over time, and the school is regularly committed to reviewing and updating duty statements to ensure they accurately reflect each employee's contribution and the College needs. The Teacher Librarian – Primary (ELC – 6) will be reviewed on a yearly cycle, or more frequently as appropriate.
3. A formal appraisal process will be conducted at end-of-tenure to determine the future of the PAR and the suitability of the incumbent.

November 2026